Institutional Plan for Distance Education and Off-Campus Instruction

The University of Texas at Arlington

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Institutional Plan for Distance Education and Off-Campus Instruction

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Part 1 Introduction

The University of Texas at Arlington (UTA) is committed to providing high quality distributed learning opportunities to students. The flexibility and convenience associated with these courses is particularly important to students enrolled in urban institutions. The availability of such courses makes it possible for many employed, part-time students to pursue a degree when they otherwise could not. For this reason, we consider our distance education initiatives to be a critical strategy for "closing the gap" in higher education in the State of Texas.

Distance education enrollment at UTA has grown steadily, such that 1752 students were enrolled in distance education courses in the Fall 2000 semester. We offer distance education courses in a range of formats including off-site, face-to-face; online; videoconferenced; and cable television. The majority of our online courses are coordinated through the Center for Distance Education (CDE), an entity designed to provide instructional design support to faculty as well as student support services for distant learners. These online courses are also offered through the University of Texas System TeleCampus which provides additional student support services. In addition, several academic units develop and offer online courses, most notably the College of Engineering, School of Urban and Public Affairs, and the School of Nursing.

Part 2 Distance Education Program Offerings and Modes – (Fall 2000, Winter Session 2000-2001, Spring 2001, May 2001, Summer 2001, Fall 2001)

The chart on the next page lists degree programs exported via distance education.

The table that follows provides a listing of distance education courses offered during the period Fall 2000- Summer 2001, as well as additional new courses projected to be offered in the Fall 2001 semester. In combination, these represent all distance education courses in our current and projected inventory. In some cases, courses listed in this table will not be reflected in the preceding chart. This occurs when single courses as opposed to a more substantial component of an academic program are offered via distance education.

Degree Certificate Programs Exported Via Distance Education Off-Campus Delivery

Program Name and Degree Designation	***Program CIP Code***	***Credit(C) - Non-Credit (NC)***	***Current(C) or Next Year (NY) Program***	***% Delivered by Distance or Off-Campus Education***	***Type of Delivery***	***Delivered Where & to Individuals (I) or Groups (G)***
RN to BSN Program BSN Nursing	51.1601.00	C	C	100%	Video	Waco(G) Paris(G) Kaufman(G) Dennison(G) South Dallas(G)
BSN Program BSN Nursing	51.1601.00	C	C	10%	Online	DFW Metroplex (I)
Nurse Practitioner MSN Nursing	51.1605.02	C	C	12%	Online (3 hours) Video (3 hours)	State of Texas (I)
Nursing Administration MSN Nursing	51.1602.00	C	C	7%	Online (3 hours)	State of Texas (I)
Master of Engineering (ME) Aerospace Engineering	14.0201.00	C	C	67%	Videotape & Streaming Video	(I)
Master of Engineering (ME) Mechanical Engineering	14.1901.00	C	C	67%	Videotape & Streaming Video	(I)

Degree Certificate Programs Exported Via Distance Education Off-Campus Delivery

Program Name and Degree Designation	***Program CIP Code***	***Credit(C) - Non-Credit (NC)***	***Current(C) or Next Year (NY) Program***	***% Delivered by Distance or Off-Campus Education***	***Type of Delivery***	***Delivered Where & to Individuals (I) or Groups (G)***
Master of Science (MS) Civil Engineering	14.0801.00	C	C	25%	Netmeeting/ Internet	(I)
Master of Engineering (ME) Computer Science & Engineering	14.0901.00	C	C	67%	UT TeleCampus	(I)
Master of Science (MS) Electrical Engineering	14.1001.00	C	C	50%	UT TeleCampus	(I)
Master of Science (MS) Industrial Engineering	14.1701.00	C	C	100%	Streaming Video	(I)
Master of Business Administration (MBA)	52.0201.00	C	C	100%	Internet	(I)
Master of Science (MSCS) Computer Science	11.0101.00	C	C	100%	Internet	(I)

Degree Certificate Programs Exported Via Distance Education Off-Campus Delivery

Program Name and Degree Designation	***Program CIP Code***	***Credit(C) - Non-Credit (NC)***	***Current(C) or Next Year (NY) Program***	***% Delivered by Distance or Off-Campus Education***	***Type of Delivery***	***Delivered Where & to Individuals (I) or Groups (G)***
Master of Science (MSEE) Electrical Engineering	14.1001.00	C	C	100%	Internet	(I)
Graduate Telecommunications Engineering Certificate*	11.0701.00	C	C	100%	Internet	(I)
Master of Education (MEd) Curriculum and Instruction	13.0301.00	C	C	100%	Internet	(I)
Reading Specialist Certificate*	13.1315.00	C	C	100%	Internet	(I)
ESL Supplimentary Certificate*	19.0706.00	C	C	100%	Internet	(I)
Master of Science in Social Work (MSSW)	44.0701.00	C	C	100%**	Video and Off-Campus	West Tex. A & M (G)

Degree Certificate Programs Exported Via Distance Education Off-Campus Delivery

Program Name and Degree Designation	***Program CIP Code***	***Credit(C) - Non-Credit (NC)***	***Current(C) or Next Year (NY) Program***	***% Delivered by Distance or Off-Campus Education***	***Type of Delivery***	***Delivered Where & to Individuals (I) or Groups (G)***
Master of Science in Social Work (MSSW)	44.0701.00	C	C	48%**	Off-Campus	West Tex. A & M (G)
Bachelor of Arts in Social Work (BSW)	44.0701.00	C	***	***	Off-Campus	University Center Dallas(G)
Master of Science in Social Work (MSSW)	44.0701.00	C	***	***	Off-Campus	University Center Dallas(G)
Bachelor of Arts (BA) Criminology and Criminal Justice (January 2002)	43.0104.00	C	NY	100%	Internet	(I)

*Certificate programs are not listed in the program inventory for the academic institutions, the CB must be notified and the insittution must have a letter on file from the CB indicating approval.

** 60% is televised to West Texas A & M University. Faculty at WTA&M teach the remaining 40% on site in Canyon, TX, using UTA syllabuses and UTA prescribed content.

*** Courses were scheduled at the University Center Dallas. The effrots will be discontinued at UCD due to insufficient enrollment.

PART 2
DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
Fall 2000							
ECON	2305	022		X			
ECON	2305	072	X				
ECON	2306	086	X				
ECON	2306	088	X				
BLAW	3311	038					Tarrant County College Northeast
FINA	5311	087	X				
FINA	5311	088	X				
EDUC	5300	501	X				
EDAD	5340	501					Hurst-Euless-Bedford ISD
EDAD	5382	501					Universities Center Dallas
EDAD	5384	501					Hurst-Euless-Bedford ISD
EDAD	5389	501					Hurst-Euless-Bedford ISD
READ	5326	087	X				
READ	5326	088	X				
READ	5345	001					Arlington ISD
READ	5345	087	X				
READ	5345	088	X				
READ	5353	087	X				
READ	5353	088	X				
READ	5354	087	X				
READ	5354	088	X				
READ	5354	098	X				
READ	5361	001					Arlington ISD
READ	5390	001					Universities Center Dallas
READ	5390	002					Universities Center Dallas
READ	5390	004					Universities Center Dallas
READ	5390	006					Universities Center Dallas
READ	5391	004					Universities Center Dallas

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
A E	5302	060		X			
A E	5302	072	X				
A E	5315	072	X				
C E	5319	572	X				
C E	5346	572	X				
CSE	1320	072	X				
CSE	2315	060		X			
CSE	2320	560		X			
CSE	3322	060		X			
CSE	5311	087	X				
CSE	5311	088	X				
CSE	5324	087	X				
CSE	5324	088	X				
CSE	5330	560		X			
CSE	5350	560		X			
CSE	5351	060		X			
E E	3302	060		X			
E E	4318	072	X				
E E	4330	060		X			
E E	4333	572	X				
E E	5190	060		X			
E E	5302	060		X			
E E	5305	060		X			
E E	5340	060		X			
E E	5340	072	X				
E E	5350	060		X			
E E	5350	072	X				
E E	5361	060		X			
E E	5361	072	X				
E E	5363	560		X			
E E	5363	572	X				
E E	5365	562		X			
E E	5365	574	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
E E	5368	060		X			
E E	5368	072	X				
E E	6364	560		X			
E E	6364	572	X				
I E	5301	572	X				
I E	5303	572	X				
I E	5309	072	X				
M E	5305	060		X			
M E	5305	072	X				
M E	5310	060		X			
M E	5310	072	X				
M E	5313	060		X			
M E	5331	060		X			
M E	5331	072	X				
M E	5348	060		X			
M E	5348	072	X				
HONR	4320	001					
COMM	4305	075				X	
ENGL	0300	089	X				
ENGL	2309	086	X				
ENGL	2309	089	X				
ENGL	2309	099	X				
POLS	2311	086	X				
POLS	2311	088	X				
POLS	2311	089	X				
POLS	2311	099	X				
POLS	2312	088	X				
POLS	2312	089	X				
POLS	2312	099	X				
CRCJ	2334	072	X				
CRCJ	3338	501					Universities Center Dallas
CRCJ	3338	502					Universities Center Dallas
CRCJ	4333	001					McLennan Community College

PART 2
DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
NURS	3222	240					Trinity Valley Community College
NURS	3222	260					Grayson County College
NURS	3222	270					McLennan Community College
NURS	3222	280					Paris Junior College
NURS	3320	240					Trinity Valley Community College
NURS	3320	260					Grayson County College
NURS	3320	270					McLennan Community College
NURS	3320	280					Paris Junior College
NURS	3320	440					Trinity Valley Community College
NURS	3320	460					Grayson County College
NURS	3320	462					Grayson County College
NURS	3320	470					McLennan Community College
NURS	3320	472					McLennan Community College
NURS	3320	473					McLennan Community College
NURS	3320	480					Paris Junior College
NURS	3334	240					Trinity Valley Community College
NURS	3334	260					Grayson County College
NURS	3334	270					McLennan Community College
NURS	3334	280					Paris Junior College
NURS	3334	440					Trinity Valley Community College
NURS	3334	460					Grayson County College
NURS	3334	462					Grayson County College
NURS	3334	470					McLennan Community College
NURS	3334	472					McLennan Community College
NURS	3334	473					McLennan Community College
NURS	3334	480					Paris Junior College
NURS	3335	240					Trinity Valley Community College
NURS	3335	260					Grayson County College
NURS	3335	270					McLennan Community College
NURS	3335	280					Paris Junior College
NURS	3341	240					Trinity Valley Community College
NURS	3341	260					Grayson County College
NURS	3341	270					McLennan Community College

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
NURS	3341	280					Paris Junior College
NURS	3342	240					Trinity Valley Community College
NURS	3342	260					Grayson County College
NURS	3342	270					McLennan Community College
NURS	3342	280					Paris Junior College
BIOL	3310	089	X				
BIOL	3310	099	X				
GEOL	3308	089	X				
SOCW	5304	005					West Texas A & M
SOCW	5304	501					West Texas A & M
URPA	5300	072	X				
URPA	5302	572	X				
URPA	5305	002					Lively Elementary-Irving
URPA	5392	501					Universities Center Dallas

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

Winter Session 2000							
			FORMAT				FACT TO FACE-
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
POLS	2311	088	X				
BIOL	3310	088	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	**NUMBER**	**SECTION**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
SPRING 2001							
ARCH	5370	501					Universities Center Dallas
ECON	2305	075	X				
ECON	2305	088	X				
ECON	2306	088	X				
ECON	4306	021					Pau, France
ECON	4321	021					Pau, France
FINA	4324	001					Pau, France
FINA	5311	087	X				
FINA	5311	088	X				
FINA	5311	098	X				
INSU	4329	532					McLennan Community College
MARK	3321	006					Tarrant County College-Northeast
MARK	4325	051					Pau, France
BUSA	5333	087	X				
BUSA	5333	088	X				
MANA	3320	543					McLennan Community College
MANA	4321	042					Pau, France
MANA	4338	042					Pau, France
EDUC	5300	001	X				
EDAD	5381	502					Universities Center Dallas
EDAD	5381	503					Hurst-Euless-Bedford
EDAD	5383	502					Hurst-Euless-Bedford
EDAD	5384	502					Universities Center Dallas
EDAD	5389	503					Hurst-Euless-Bedford
READ	4326	088	X				
READ	5325	088	X				
READ	5326	088	X				
READ	5345	088	X				

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
READ	5354	088	X				
READ	5361	088	X				
READ	5362	088	X				
READ	5362	098	X				
READ	5390	001					Universities Center Dallas
READ	5390	002					Universities Center Dallas
READ	5390	003					Universities Center Dallas
READ	5390	005					Universities Center Dallas
READ	5390	006					Universities Center Dallas
EDTC	5302	501	X				
A E	5326	060		X			
C E	5300	573	X				
C E	5320	572	X				
C E	5329	572	X				
CSE	1320	056	X				
CSE	1320	060		X			
CSE	3322	060		X			
CSE	5311	087	X				
CSE	5311	088	X				
CSE	5324	087	X				
CSE	5324	088	X				
E E	3317	056	X				
E E	3317	060		X			
E E	4330	060		X			
E E	5190	060		X			
E E	5306	060		X			
E E	5319	560		X			
E E	5319	572	X				
E E	5320	060		X			
E E	5332	060		X			
E E	5342	060		X			
E E	5342	072	X				
E E	5351	060		X			
E E	5360	060		X			

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
E E	5361	060		X			
E E	5361	088	X				
E E	5362	560		X			
E E	5362	572	X				
E E	6365	560		X			
E E	6367	060		X			
I E	5313	072	X				
I E	5320	572	X				
I E	5330	072	X				
I E	5334	072	X				
I E	5339	072	X				
M E	5303	060		X			
M E	5303	072	X				
M E	5311	060		X			
M E	5311	072	X				
M E	5332	060		X			
M E	5342	060		X			
COMM	4305	075				X	
ENGL	0300	088	X				
ENGL	2309	088	X				
ENGL	2309	098	X				
ENGL	3374	001					Mountain View College
POLS	2311	088	X				
POLS	2312	088	X				
CRCJ	2334	072	X				
CRCJ	3370	001					McLennan Community College
CRCJ	4380	072	X				
NURS	4321	240					Trinity Valley Community College
NURS	4321	260					Grayson County College
NURS	4321	270					McLennan Community College
NURS	4321	280					Paris Junior College
NURS	4324	240					Trinity Valley Community College
NURS	4324	260					Grayson County College
NURS	4324	270					McLennan Community College

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
NURS	4324	280					Paris Junior College
NURS	4381	240					Trinity Valley Community College
NURS	4381	260					Grayson County College
NURS	4381	270					McLennan Community College
NURS	4381	280					Paris Junior College
NURS	4451	240					Trinity Valley Community College
NURS	4451	260					Grayson County College
NURS	4451	270					McLennan Community College
NURS	4451	280					Paris Junior College
NURS	4451	440					Trinity Valley Community College
NURS	4451	460					Grayson County College
NURS	4451	462					Grayson County College
NURS	4451	470					McLennan Community College
NURS	4451	472					McLennan Community College
NURS	4451	473					McLennan Community College
NURS	4451	480					Paris Junior College
NURS	4463	240					Trinity Valley Community College
NURS	4463	260					Grayson County College
NURS	4463	270					McLennan Community College
NURS	4463	280					Paris Junior College
NURS	4463	440					Trinity Valley Community College
NURS	4463	460					Grayson County College
NURS	4463	462					Grayson County College
NURS	4463	470					McLennan Community College
NURS	4463	472					McLennan Community College
NURS	4463	473					McLennan Community College
NURS	4463	480					Paris Junior College
BIOL	1333	088	X				
BIOL 3310 088	3310	088	X				
GEOL	2408	088	X				
GEOL	2408	098	X				
GEOL	2408	388	X				
GEOL	2408	398	X				
SOCW	5305	006					Texas Department of Protective &
							Regulatory Service-Abilene

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			FORMAT				FACE TO FACE -
COURSE	**NUMBER**	**SECTION**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
SOCW	5305	502		X			
SOCW	5307	502					Texas Department of Protective &
							Regulatory Service-Abilene
URPA	5300	072	X				
URPA	5302	072	X				
URPA	5306	501					Lively Elementary-Irving
URPA	5320	501					Universities Center Dallas
URPA	5323	001					Lively Elementary-Irving

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Course	Number	Section	Internet	VCR	VC	TV	FACE TO FACE - LOCATION
Maymester 2001							
ARCH	4395	001					Chaco Canyon, New Mexico
ARCH	5395	001					Chaco Canyon, New Mexico
ART	4359	001					Italy - Florence
POLS	2312	088	X				
POLS	4392	001					Washington DC
POLS	5391	501					Washington DC

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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Summer I 2001							
							FACE
Course	Number	Section	Internet	VCR	VC	TV	TO FACE
ARCH	4391	001					Praque-Czech
ECON	2305	686	X				
ECON	2305	688	X				
ECON	2306	688	X				
ECON	3303	521					McLennan Community College
BUS3	3326	531					McLennan Community College
FINA	5311	688	X				
FINA	5311	698	X				
EDUC	5300	672	X				
EDUC	5314	672	X				
EDUC	5322	688	X				
READ	4391	661	X				
READ	5325	688	X				
READ	5345	688	X				
READ	5346	688	X				
READ	5353	688	X				
READ	5353	698	X				
READ	5354	688	X				
READ	5361	688	X				
READ	5362	688	X				
A E	5301	601					Lockheed
A E	5391	601					Lockheed
C E	5315	672	X				
CSE	5311	687	X				
CSE	5311	688	X				
CSE	5324	687	X				
CSE	5324	688	X				
CSE	5330	672	X				
CSE	5350	672	X				

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							FACE
Course	**Number**	**Section**	**Internet**	**VCR**	**VC**	**TV**	**TO FACE**
E E	5331	660		X			
E E	5359	660		X			
E E	6363	660		X			
I E	5301	672	X				
I E	5305	672	X				
I E	5310	672	X				
I E	5318	672	X				
I E	5322	672	X				
I E	5331	672	X				
I E	6301	572	X				
I E	6302	672	X				
M E	5312	660		X			
M E	5312	672	X				
M E	5390	606					Lockheed
M E	5390	660		X			
M E	5391	601					Lockheed
HONR	4310	001	X				
HONR	4320	001					Praque-Czech
FREN	3316	001					France
FREN	4338	001					France
SPAN	2313	082					Mexico
SPAN	2314	082					Mexico
SPAN	4313	001					Mexico
SPAN	4326	001					Mexico
POLS	2311	086	X				
POLS	2311	088	X				
CRCJ	3300	060		X			
CRCJ	3337	502					McLennan Community College
NURS	3352	072	X				
NURS	3363	241	X				

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							FACE
Course	**Number**	**Section**	**Internet**	**VCR**	**VC**	**TV**	**TO FACE**
NURS	4321	672	X				
BIOL	1333	688	X				
BIOL	3310	088	X				
SCIE	2301	001					Praque-Czech
MATH	5392	106	X				
SOCW	5301	501					Abilene-Texas Department of
							Protective and Regulatory Services
SOCW	5307	503					West Texas A & M
SOCW	5319	502					Abilene-Texas Department of
							Protective and Regulatory Services
SOCW	6392	603					Australia
URPA	5300	572	X				
URPA	5302	572	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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Summer II 2001							
							FACETO FACE -
Course	**Number**	**Section**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
POLS	2312	088	X				
SOCW	5319	001					Abilene-Texas Department of
							Protective and Regulatory Services

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	**NUMBER**	**SECTION**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
Fall 2001							
ARCH	5370	502					Gideon Toal (Fort Worth)
ARCH	5370	503					HKS, Inc. (Dallas)
ECON	2305	075				X	
ECON	2305	086	X				
ECON	2305	088	X				
ECON	2305	098	X				
ECON	2306	086	X				
ECON	2306	088	X				
ECON	2306	098	X				
REAE	5314	031	COURSE DELETED				Universities Center Dallas
REAE	5321	031	COURSE DELETED				Universities Center Dallas
BUSA	3360	551					McLennan Community College
MARK	3321	006					Tarrant County CollegeNE
MANA	3319	542					McLennan Community College
EDUC	4370	002	X				
EDUC	5300	072	X				
EDUC	5314	572	X				
EDUC	5329	572	X				
EDAD	5378	001					Irving ISD
EDAD	5383	001	COURSE DELETED				
EDAD	5383	002					Hurst-Euless-Bedford ISD-Bedford Pat May Center
EDAD	5389	001					Hurst-Euless-Bedford ISD-Bedford Pat May Center
READ	4326	088	X				
READ	4326	098	X				
READ	4345	088	X				
READ	4345	098	X				
READ	4354	088	X				
READ	4354	098	X				

PART 2
DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
READ	4373	002					Birdville ISD - Haltom City
READ	5325	288	X				
READ	5325	298	X				
READ	5326	088	X				
READ	5326	098	X				
READ	5345	088	X				
READ	5345	098	X				
READ	5346	288	X				
READ	5346	298	X				
READ	5350	088	X				
READ	5350	098	X				
READ	5354	088	X				
READ	5354	098	X				
READ	5390	001					Dallas Reading Academy
READ	5390	002					Dallas Reading Academy
READ	5390	003					Dallas Reading Academy
READ	5390	004					Dallas Reading Academy
ECED	4317	501					McLennan Community College
ECED	4318	501					McLennan Community College
EDTC	5301	089	X				
EDTC	5302	072	X				
EDML	4371	002					Birdville ISD - Haltom City
EDML	4372	002					Birdville ISD - Haltom City
A E	5313	060		X			
A E	5313	072	X				
A E	5313	096		X			
A E	5313	097	X				
A E	5315	060		X			
A E	5315	072	X				
A E	5315	096		X			
A E	5315	097	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
A E	5327	060		X			
A E	5327	072	X				
A E	5327	096		X			
A E	5327	097	X				
A E	5360	060		X			
A E	5360	072	X				
A E	5360	096		X			
A E	5360	097	X				
A E	5361	060		X			
A E	5361	072	X				
A E	5361	096		X			
A E	5361	097	X				
A E	5363	001					????
C E	4356	572	X				
C E	5315	572	X				
C E	5316	572	X				
C E	5318	572	X				
C E	5319	572	X				
C E	5346	572	X				
C E	5348	572	X				
C E	6385	572	X				
CSE	1320	072	X				
CSE	1320	097	X				
CSE	2320	560		X			
CSE	2320	596		X			
CSE	3322	060		X			
CSE	3322	096		X			
CSE	5311	087	X				
CSE	5311	088	X				
CSE	5311	098	X				
CSE	5324	087	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
CSE	5324	088	X				
CSE	5324	098	X				
CSE	5330	087	X				
CSE	5330	088	X				
CSE	5330	098	X				
CSE	5348	087	X				
CSE	5348	088	X				
CSE	5348	098	X				
CSE	5350	560		X			
CSE	5350	596		X			
CSE	5351	060		X			
CSE	5351	096		X			
E E	5190	060		X			
E E	5190	096		X			
E E	5302	060		X			
E E	5302	087	X				
E E	5302	088	X				
E E	5302	096		X			
E E	5302	098	X				
E E	5305	060		X			
E E	5305	096		X			
E E	5307	060		X			
E E	5307	096		X			
E E	5313	060		X			
E E	5313	096		X			
E E	5325	060		X			
E E	5325	096		X			
E E	5340	060		X			
E E	5340	096		X			
E E	5350	060		X			
E E	5350	096		X			

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2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
E E	5361	062		X			
E E	5361	087	X				
E E	5361	088	X				
E E	5361	096		X			
E E	5361	098	X				
E E	5362	060		X			
E E	5362	096		X			
E E	5363	560		X			
E E	5363	596		X			
E E	5364	060		X			
E E	5364	096		X			
E E	5365	560		X			
E E	5365	596		X			
E E	5366	060		X			
E E	5366	096		X			
E E	5368	560		X			
E E	5368	596		X			
E E	6364	560		X			
E E	6364	596		X			
I E	5301	572	X				
I E	5301	597	X				
I E	5303	572	X				
I E	5303	597	X				
I E	5304	072	X				
I E	5304	097	X				
I E	5307	072	X				
I E	5312	072	X				
I E	5312	097	X				
I E	5318	572	X				
I E	5318	597	X				
I E	5321	072	X				

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
I E	5321	097	X				
I E	5330	072	X				
I E	5333	072	X				
I E	5333	097	X				
I E	5339	572	X				
I E	5339	597	X				
I E	6305	572	X				
M E	5305	060		X			
M E	5305	072	X				
M E	5305	096		X			
M E	5305	097	X				
M E	5310	060		X			
M E	5310	072	X				
M E	5310	096		X			
M E	5310	097	X				
M E	5313	060		X			
M E	5313	072	X				
M E	5313	096		X			
M E	5313	097	X				
M E	5316	060		X			
M E	5316	072	X				
M E	5316	096		X			
M E	5316	097	X				
M E	5331	060		X			
M E	5331	072	X				
M E	5331	096		X			
M E	5331	097	X				
M E	5348	060		X			
M E	5348	072	X				
M E	5348	096		X			
M E	5348	097	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
M E	5360	060		X			
M E	5360	072	X				
M E	5360	096		X			
M E	5360	097	X				
M E	5361	060		X			
M E	5361	072	X				
M E	5361	096		X			
M E	5361	097	X				
M E	5363	001					?????
MSE	5348	060		X			
MSE	5348	072	X				
MSE	5348	096		X			
MSE	5348	097	X				
ENGL	0300	088	X				
ENGL	0300	098	X				
ENGL	2309	086	X				
ENGL	2309	088	X				
ENGL	2309	098	X				
POLS	2311	086	X				
POLS	2311	088	X				
POLS	2311	098	X				
POLS	2312	086	X				
POLS	2312	088	X				
POLS	2312	098	X				
SOCI	3328	088	X				
SOCI	3328	098	X				
CRCJ	2334	072	X				
CRCJ	3307	501					Weatherford College
CRCJ	3337	502					McLennan Community College
CRCJ	3338	501					Weatherford College
CRCJ	4301	502					McLennan Community College

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
CRCJ	4333	001					McLennan Community College
CRCJ	4380	072	X				
WOMS	3328	088	X				
WOMS	3328	098	X				
NURS	3222	240					Trinity Valley Community College
NURS	3222	260					Grayson County College
NURS	3222	270					McLennan Community College
NURS	3222	280					Paris Junior College
NURS	3320	240					Trinity Valley Community College
NURS	3320	260					Grayson County College
NURS	3320	270					McLennan Community College
NURS	3320	280					Paris Junior College
NURS	3320	440					Trinity Valley Community College
NURS	3320	460					Grayson County College
NURS	3320	462					Grayson County College
NURS	3320	470					McLennan Community College
NURS	3320	472					McLennan Community College
NURS	3320	473					McLennan Community College
NURS	3320	480					Paris Junior College
NURS	3334	240					Trinity Valley Community College
NURS	3334	260					Grayson County College
NURS	3334	270					McLennan Community College
NURS	3334	280					Paris Junior College
NURS	3334	440					Trinity Valley Community College
NURS	3334	460					Grayson County College
NURS	3334	470					McLennan Community College
NURS	3334	472					McLennan Community College
NURS	3334	473					McLennan Community College
NURS	3334	480					Paris Junior College
NURS	3335	240					Trinity Valley Community College
NURS	3335	260					Grayson County College

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
NURS	3335	270					McLennan Community College
NURS	3335	280					Paris Junior College
NURS	3341	240					Trinity Valley Community College
NURS	3341	260					Grayson County College
NURS	3341	270					McLennan Community College
NURS	3341	280					Paris Junior College
NURS	3342	240					Trinity Valley Community College
NURS	3342	260					Grayson County College
NURS	3342	270					McLennan Community College
NURS	3342	280					Paris Junior College
NURS	5301	003	COURSE DELETED				Veteran's Administration
NURS	5301	056	COURSE DELETED				
NURS	5315	002	X				
NURS	5315	060		X			
NURS	5327	004	COURSE DELETED				Veteran's Administration
NURS	5327	056	COURSE DELETED				
NURS	5327	072	X				
BIOL	1333	086	X				
BIOL	1333	088	X				
BIOL	1333	098	X				
BIOL	1334	086	X				
BIOL	1334	088	X				
BIOL	1334	098	X				
BIOL	3310	086	X				
BIOL	3310	088	X				
BIOL	3310	098	X				
GEOL	2408	086	X				
GEOL	2408	088	X				
GEOL	2408	098	X				
GEOL	2408	386	X				
GEOL	2408	388	X				

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			FORMAT				FACE TO FACE -
COURSE	**NUMBER**	**SECTION**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
GEOL	2408	398	X				
SCIE	5301	503			X		Interactive VC with DISD
MATH	0301	088	X				
MATH	0301	098	X				
SOCW	2311	502					Universities Center Dallas
SOCW	3301	502					Universities Center Dallas
SOCW	5301	501				X	Interactive TV with West Texas A & M
SOCW	5301	503					Universities Center Dallas
SOCW	5301	504					West Tx A&M
SOCW	5303	003					Abilene, Texas
SOCW	5317	502					Abilene, Texas
URPA	5300	572	X				
URPA	5300	597	X				
URPA	5301	572	X				
URPA	5301	597	X	COURSE DELETED			
URPA	5302	572	X				
URPA	5302	597	X				
URPA	5320	502					Universities Center Dallas
URPA	5392	504					Universities Center Dallas
Spring 2002							
ARCH	5370	501					HKS (Dallas)
ARCH	5370	502					Gideon Toal (Fort Worth)
ECON	2305	075				X	
BLAW	3312	531					
REAE	5334	031					
EDUC	5300	072	X				
EDUC	5302	501	X				
EDUC	5309	089	X				
EDUC	5309	098	X				
EDUC	5310	089	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
2000-2001

			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
EDUC	5310	098	X				
EDUC	5314	089	X				
EDUC	5314	098	X				
EDAD	5381	002					Hurst-Euless-Bedford ISD
EDAD	5384	002					Hurst-Euless-Bedford ISD
EDAD	5389	002					Hurst-Euless-Bedford ISD
EXSA	1240	072		X			
EXSA	1240	097		X			
A E	5301	003					
A E	5326	060		X			
A E	5326	072	X				
A E	5326	096		X			
A E	5326	097	X				
A E	5342	060		X			
A E	5342	072	X				
A E	5342	096		X			
A E	5342	097	X				
C E	4359	072	X				
C E	5300	572	X				
C E	5305	572	X				
C E	5320	572	X				
C E	5325	572	X				
C E	5329	572	X				
C E	5347	572	X				
C E	5352	072	X				
C E	6385	572	X				
E E	5190	060		X			
E E	5190	096		X			
E E	5301	060		X			
E E	5301	096		X			
E E	5302	060		X			

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
E E	5302	096		X			
E E	5306	560		X			
E E	5306	596		X			
E E	5319	560		X			
E E	5319	596		X			
E E	5320	060		X			
E E	5320	096		X			
E E	5321	060		X			
E E	5321	096		X			
E E	5332	060		X			
E E	5332	096		X			
E E	5342	060		X			
E E	5342	096		X			
E E	5347	051					?????
E E	5347	060		X			
E E	5347	096		X			
E E	5348	060		X			
E E	5348	096		X			
E E	5350	060		X			
E E	5350	096		X			
E E	5352	060		X			
E E	5352	096		X			
E E	5356	060		X			
E E	5356	096		X			
E E	5359	060		X			
E E	5359	096		X			
E E	5360	060		X			
E E	5360	096		X			
E E	5361	060		X			
E E	5361	096		X			
E E	5362	060		X			

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
E E	5362	096		X			
E E	6365	560		X			
E E	6365	596		X			
E E	6367	060		X			
E E	6367	096		X			
I E	5300	097	X				
I E	5301	072	X				
I E	5301	097	X				
I E	5304	072	X				
I E	5304	097	X				
I E	5309	072	X				
I E	5309	097	X				
I E	5313	072	X				
I E	5313	097	X				
I E	5318	572	X				
I E	5318	597	X				
I E	5320	572	X				
I E	5320	597	X				
I E	5322	072	X				
I E	5322	097	X				
I E	5329	072	X				
I E	5329	097	X				
I E	5334	072	X				
I E	5334	097	X				
I E	5338	072	X				
I E	5338	097	X				
I E	5342	072	X				
I E	5342	097	X				
I E	5342	372	X				
I E	5342	397	X				
I E	6306	572	X				

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
I E	6306	597	X				
I E	6310	072	X				
I E	6310	097	X				
M E	5303	060		X			
M E	5303	072	X				
M E	5303	096		X			
M E	5303	097	X				
M E	5311	060		X			
M E	5311	072	X				
M E	5311	096		X			
M E	5311	097	X				
M E	5317	560		X			
M E	5317	572	X				
M E	5317	596		X			
M E	5317	597	X				
M E	5332	060		X			
M E	5332	072	X				
M E	5332	096		X			
M E	5332	097	X				
M E	5342	060		X			
M E	5342	072	X				
M E	5342	096		X			
M E	5342	097	X				
M E	5390	002					
HONR	4303	001					SMU University Post Office
COMM	4305	075				X	Cable TV
CRCJ	2334	072	X				
CRCJ	3300	002		X			Video Tape at McLennan Community College
CRCJ	3337	001					Weatherford College
CRCJ	3337	072	X	COURSE DELETED			
CRCJ	3338	501					Weatherford College

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DISTANCE EDUCATION COURSE OFFERINGS AND MODES
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			FORMAT				FACE TO FACE -
COURSE	**NUMBER**	**SECTION**	**Internet**	**VCR**	**VC**	**TV**	**LOCATION**
CRCJ	3350	501					McLennan Community College
CRCJ	3370	002		COURSE DELETED			McLennan Community College
CRCJ	4301	072	X				
CRCJ	4380	072	X				
NURS	4321	240					Trinity Valley Community College
NURS	4321	260					Grayson County College
NURS	4321	270					McLennan Community College
NURS	4321	280					Paris Junior College
NURS	4324	240					Trinity Valley Community College
NURS	4324	260					Grayson County College
NURS	4324	270					McLennan Community College
NURS	4324	280					Paris Junior College
NURS	4381	240					Trinity Valley Community College
NURS	4381	260					Grayson County College
NURS	4381	270					McLennan Community College
NURS	4381	280					Paris Junior College
NURS	4451	001					
NURS	4451	240					Trinity Valley Community College
NURS	4451	260					Grayson County College
NURS	4451	270					McLennan Community College
NURS	4451	280					Paris Junior College
NURS	4451	440					Trinity Valley Community College
NURS	4451	442					Trinity Valley Community College
NURS	4451	443					Trinity Valley Community College
NURS	4451	460					Grayson County College
NURS	4451	462					Grayson County College
NURS	4451	463					Grayson County College
NURS	4451	470					McLennan Community College
NURS	4451	472					McLennan Community College
NURS	4451	473					McLennan Community College
NURS	4451	480					Paris Junior College

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			FORMAT				FACE TO FACE -
COURSE	NUMBER	SECTION	Internet	VCR	VC	TV	LOCATION
NURS	4451	482					Paris Junior College
NURS	4451	483					Paris Junior College
NURS	4463	240					Trinity Valley Community College
NURS	4463	260					Grayson County College
NURS	4463	270					McLennan Community College
NURS	4463	280					Paris Junior College
NURS	4463	440					Trinity Valley Community College
NURS	4463	442					Trinity Valley Community College
NURS	4463	443					Trinity Valley Community College
NURS	4463	460					Grayson County College
NURS	4463	462					Grayson County College
NURS	4463	463					Grayson County College
NURS	4463	470					McLennan Community College
NURS	4463	472					McLennan Community College
NURS	4463	473					McLennan Community College
NURS	4463	480					Paris Junior College
NURS	4463	482					Paris Junior College
NURS	4463	483					Paris Junior College
NURS	5311	056			X		VA (V-TEL) COURSE DELETED
NURS	5315	060		X			
NURS	5327	072	X				
GEOL	1425	872	X				

Part 3 The Institutional Plan

Section 1 Institutional Issues

_X_____ 1. The institution affirms compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*.

> *The institution affirms compliance with The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs. Courses for Internet delivery via the Center for Distance Education are rigorously reviewed at all stages of development. For each class, formal documentation is maintained affirming compliance with The Principles. Two example reviews are attached. (Attachment A) The Center also distributes copies of The Principles to other units on campus which deliver distance education courses.*

_X_____ 2. The distance education program is consistent with the institution's education mission. The UTA mission statement follows.

> *The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelors', masters', doctoral and non-degree continuing education programs*.

_X_____ 3. The institution has assessed that a market exists for distance education to be delivered by the institution, particularly when delivering complete degree and certificate programs. Market factors causing UTA to engage in distance learning are discussed below.

> *For online courses and programs offered through the U.T. TeleCampus, market research was conducted by Andersen Consulting as part of a contract to do a study on the impact of distance education on the institutions of the U.T. System. The May 1999 report reflects projected needs in various occupational areas over the next seven years, and was derived through an analysis of the most recent data available from the Federal Bureau of Labor Statistics. The findings from this study may be generalized to distance education courses offered in other formats, as the target population of learners also values the flexibility and convenience associated with off-site, video-conferenced, and cable TV courses.*

The selection of the five distance education sites for the School of Nursing was based upon need and the willingness of community colleges to host our program at their location. The articulation of students from the community college, after having completed their AD in Nursing, to a BSN program in their community continues to be a great asset to the community and to health care in that area. The Dallas VA and the Central Texas VA system requested UTA to offer its Nursing Administration program to nurses within the VA and others throughout the community, based upon the need for Masters prepared Nurse Administrators in Central Texas.

The Center for Distance Education conducted a concentrated market analysis prior to the initiation of its most recent degree program: a joint Bachelor's in Criminology and Criminal Justice, to be developed in collaboration with U.T.-Brownsville, U.T.-Dallas, and U.T.-Permian Basin. With the expert assistance of a UTA faculty member in the Department of Criminology and Criminal Justice, the Arlington Police Department (n = 297) was surveyed and the resulting data tabulated for analysis. The data which resulted showed that: 20.6 % of officers surveyed had yet to obtain a Bachelor's degree; 67.3% were interested in seeking a degree in the near future; 65.3% desired to earn the degree at UTA; 44.4% chose "Criminology and Criminal Justice" as their academic area of interest; 89.9% reported Internet access; and 70.4% wanted to pursue a degree on-line.

Enrollment in all distance education courses and programs is carefully tracked by the Center for Distance Education to ensure that market demand remains strong.

__X_____ 4. The institution evaluates the overall effectiveness of distance education courses and programs (such as student learning, student retention, the effectiveness of the utilized technology, mechanisms to provide student feedback during the course, and comparability with campus-based programs) and the evaluation process is incorporated into overall institutional effectiveness efforts. Please summarize the process, recent data collection and their analyses, and remedial actions taken.

An electronic evaluation system has been implemented to evaluate TeleCampus online courses. There are two parts to the evaluation: Part I evaluates the course, and Part II the U.T. TeleCampus infrastructure. Questions on the courses attempt to obtain student's satisfaction with the course and teaching. Feedback from the student also answers questions on the use of technology and satisfaction with support services received from TeleCampus and campus administrators. Data is entered into a database from which reports are generated, analysis made, and corrective actions taken, if necessary. These data are then compared to those for on campus sections of the course to ensure comparable levels of student satisfaction.

The University of Texas at Arlington's Office of Institutional Research and Planning (IRP) also compares the success rates for classes offered in traditional and distance education formats. For example, during the Fall 2000 semester, IRP reported that the success rate of students enrolled in internet-based courses was typically higher than those in traditional classes. In contrast, students in traditional lecture courses tended to fare better than those in VCR based courses. Overall, the results indicate that distance education classes are an effective mode of teaching.

Finally, individual instructors have compared the learning outcomes of their distance and traditional students. In one case, Dr. Michael K. Moore, an Associate Professor of Political Science, compared students in an internet American Government class to those in a traditional class. The results (detailed in Section 2.2) indicate that students in the distance education course are as satisfied and obtain the same level of knowledge as those in the traditional course.

__X_____ 5. The institution has office(s) responsible for distance learning. Describe the placement of the office(s) in the institution's organization and explain how this provides the appropriate oversight of programs and faculty and student support. Identify the contact person or office at the institution where questions are answered for distance learners and for others. (Attachment B).

UTA's distance education programs are coordinated through the Center for Distance Education. Center staff, currently numbering 17, provide oversight of distance education programs as well as faculty and student support. This Center is headed by Dr. Pete Smith, Assistant Vice President and Director of Distance Education. He reports directly to Dr. Dana Dunn, Vice President for Academic Affairs.

Proposals for all distance education courses and programs are processed through regular curricular channels for approval prior to developing and offering them. These channels include review by faculty committees in academic units, review by an interdisciplinary university-wide curriculum committee, and finally, approval by the undergraduate or graduate assembly.

U.T. TeleCampus contacts have been designated at the various campuses to help the distance learner. These special contact persons are located in registrar's office, financial aid, library, veterans' offices, and advising, with specific responsibilities to help and answer the questions of distance learners. Workers in these offices know to refer distance education students to these designated people. Names of the TeleCampus contacts are found in appropriate places in the TeleCampus.

The following academic units also contain their own distance education offices: School of Nursing and College of Engineering. These offices report to their respective Deans and interact regularly with the university-wide Center for Distance Education.

__X_____ 6. The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education. If requirements differ from those of traditional students, please explain.

Admission requirements, advising, monitoring of progress, and requirements for graduation are the same for both on-campus and distant learners.

__X_____ 7. Policies relevant to transcription, grading, and transfer credentials are in place. Please explain if they are different from on-campus classes.

UTA requirements in all of the above-mentioned areas are the same for distant learners and on campus students.

__*X*_____ 8. The institution has a process in place to address the needs of distance learners who fall under the American Disabilities Act. Please describe the process.

The Center for Distance Education prides itself on a proactive approach to learners with special needs. The Center coordinates extensively with the Office of Students with Disabilities (OSD) for efficient exchange of information and support of specialized learners who undertake an Internet learning experience.

Procedures are in place for OSD personnel to alert the Center following an initial assessment of any student who plans to utilize Internet-based education. OSD will reference the Center in its next operational handbook, and text information to better assist these learners is being jointly authored for each office's Web site. One Center staff member attended, during the past academic semester, a national conference dedicated to distance education and students with disabilities, and reported to the entire staff.

Additionally, the Center provides other services which individual categories of learners may require. For example, CDE allows visually impaired learners early access to on-line classes to assess the effectiveness of their screen reader within a particular course or degree program (Center Web and course pages are BOBBY compliant, the national standard). Center staff stand ready to provide transcripts of video materials within on-line classes, for the hearing impaired. Adaptive testing is coordinated between the two support staffs and use is made of the wide variety of computer resources available within the Adaptive Resource Center. Last, Center personnel will, as a

group, meet with UTA's new adaptive technologist for an orientation to such tools as screen readers and other similar technologies.

__X_____ 9.SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.

UTA has sought and received where appropriate, SACS approval for all current distance education offerings. Notification to SACS of collaborative programs offered through the U.T. TeleCampus is sent by U.T. System on behalf of all participating institutions. SACS responses are shared with the institutions and the Texas Higher Education Coordinating Board.

__X_____ 10. The institution has sufficient financial resources to initiate and maintain quality distance learning programs. Please describe.

The major sources of funding for distance education programs are the same for all other instructional programs – namely tuition, designated tuition and formula funding. In addition to these sources of funding, the university collects a computing technology fee from each student. This twelve dollar per semester credit hour computing and technology fee, provides funds for the development of campus computer and network facilities. A portion of the fee also supports the infrastructure base for distance education programs.

The U.T. System TeleCampus also provides funding for the development of selected DE courses and programs. Since 1998, UTA has received over $850,000 as a result of competitive proposals to TeleCampus.

__X_____ 11. There is a financial plan for maintaining the support systems needed for the activities, including upgrading of systems currently being used.

A financial plan is in place for maintaining the support systems needed for distance learning activities, including upgrading of systems currently being used. The plan involves reallocating incremental increases in funding due to Distance Education enrollment growth to infrastructure and system enhancement.

Section 2 Educational Programs

__X_____ 1.The institution has procedures in place for planning, development, approval and review of quality distance education programs. Please explain the process for programs (not for individual courses).

As noted in #5 above, all distance education program proposals are processed through regular curricular channels for approval prior to

developing and offering them. These channels include review by faculty committees in academic units, review by an inter-disciplinary university-wide committee, and finally approval by the undergraduate or graduate assembly. Program proposals are then forwarded to the U.T. System Board of Regents, the Southern Association of Colleges and Schools, and the Texas Higher Education Coordinating Board, for review and final approval.

For programs offered through the U.T. TeleCampus, two oversight committees are formed to address quality issues. An Academic Affairs Committee (AAC) and an Executive Committee (EC) are involved in the administration and oversight of the development and delivery of each program. The committees and TeleCampus staff meet regularly to make decisions regarding program development and to share ideas and experiences. Meeting minutes are shared with all participants. Ongoing monitoring of courses and program quality are the responsibility of the instructor's institution and the committees. Listservs and electronic bulletin boards are developed to aid in communications between the various U.T. System participants.

The AAC consists of no more than three faculty members from each participating institution, appointed by the dean of each respective college. Selection criteria for the appointment includes strong leadership skills and commitment to distance learning. The AAC encourages collaboration among all program participants and provides periodic reports and presentations to the chief academic officers of the collaborating institutions and to the U.T. System. Committee members are responsible for the quality of all deliverables associated with the program and take a pro-active role in ensuring that all content, prerequisites, simulations and faculty are appropriately selected and properly utilized.

The EC is strategic in nature and has the responsibility to set overall strategy, goals and policies for the online programs. The various executive committees ensure the programs stays focused on desired outcomes. Members include the deans or unit heads from the participating universities.

__X_____ 2. Procedures are in place to insure student learning outcomes, student retention and student satisfaction are comparable between the distance delivery mode and the traditional on-campus format. Please explain any differences in procedures. You are encouraged to submit existing summaries of meaningful conclusions drawn from data.

Instructors in all courses, whether in traditional or distance education formats, are required to distribute course evaluation instruments at the conclusion of the semester. Given the unique nature of various disciplines (e.g., lab vs. lecture format), course evaluation instruments tend to vary by unit and college making university wide comparisons difficult. Instructors in

distance education courses distribute teaching evaluations either via mail or, in the case of internet-based courses, via the web.

As noted in Section 1.4, our Office of Institutional Research and Planning, has compared the success rates of students in distance and traditional education sections of the same course. The overall results indicate that students in distance education classes perform at satisfactory levels compared to their traditional counterparts.

Perhaps the most systematic comparison of learning in traditional and distance education courses at The University of Texas at Arlington is Professor Michael K. Moore's study of learning outcomes in American Government courses. Dr. Moore's study (see Attachment F) found that students in the internet course tended to have slightly higher withdraw and failure rates, however, they were also more likely to earn "A." These findings are noteworthy since students in both the traditional and internet-based courses used the same text, watched the same lectures, and were tested using the same exam questions.

__X_____ 3. Procedures are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.

Increasingly, commercial distance education materials are available to teaching faculty directly from textbook publishers or other sources. To maintain inventory of such usage and standardize the student experience, the Center for Distance Education funds and monitors a WebCT courseware server, for use by faculty from across campus. Additionally, when commercial materials are utilized on campus, the Center is available to provide technical, design, and support services to both faculty and students.

For example, two popular undergraduate Economics courses at UTA were originally adapted by Center staff from commercial courseware produced by the publisher Archipelago. Additionally, as those on-line materials are used for teaching and learning, students enrolling in these class sections are aided by student support services available through the Center.

Section 3 Faculty

__X_____ 1. The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe rationale applied for making exceptions.

Faculty teaching distance education courses for which the University of Texas at Arlington awards academic credit, whether employed by this

University or by another institution, must meet the same qualifications as all other UTA faculty. The Southern Association of Schools and Colleges (SACS) specified criteria pertaining to academic preparation in the teaching discipline, as well as procedures for justifying the employment of faculty who may not meet those requirements, but are qualified to teach by virtue of other outstanding experience and/or accomplishments. Each semester, The Office of Institutional Research and Planning (IRP) directs academic departments to enter the credentials of all new hires into a faculty database which is used to produce a current faculty roster. (See Attachment C) In cases where a faculty member does not possess the necessary academic degree preparation required by SACS, the employing department must submit a justification narrative which details the outstanding professional experience or exceptional scholarly or creative activity presented in lieu of formal academic preparation. The information supplied by the departments is reviewed by the IRP to ensure compliance with SACS guidelines.

No exceptions are made in the case of distance education courses and programs to university policy, specifying minimum qualifications for instructional faculty.

__X_____ 2.The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities.

The Center for Distance Education conducts 100-200 faculty "consults" annually, working to prepare current and future Internet teachers for on-line instruction and support them while classes are in progress. Additionally, the Center meets regularly with associated University staff in academic departments to insure proper operation of on-line courses.

The UTA Libraries host the Digital Media Lab (DML) in Central Library, Room 419. The DML has computer workstations, software, and other equipment available for UTA faculty and staff to use for learning, experimenting, and for creating digital projects. In addition, faculty can get help with their on-line instruction projects. Staff is available for consultation on conceptualizing, organizing, or planning a web page, an on-line tutorial, a course web site, or other educational technology project. DML faculty learn how to use software and equipment to make their instructional projects a reality. DML staff also supports WebCT, providing faculty with consultation and training in using that software package to present Digital Media Lab URL: http://www.uta.edu/library/dml/.

The U.T. TeleCampus encourages and facilitates the expansion of distance education by providing free training and support to all U.T. System faculty who develop online courses. Training is conducted at workshops in Austin specifically designed to acquaint new faculty with online course development

and other instructional design issues. TeleCampus staff also visit individual campuses to give workshops. Staff instructional designers are available to assist faculty who want one-on-one instruction. Tutorials have been developed by TeleCampus staff to assist faculty with individual training needs.

The Office of the Provost organizes on campus training workshops led by experienced faculty. These workshops, offered several times per year, focus on the use of course construction tools to develop on line courses. The Provost's Office also makes available supplemental funding for faculty to travel to off-site conferences in distance education instruction.

The Office of Information Technology also provides training and support on instructional technology. A copy of their printed material is attached. (Attachment D).

__X_____ 3.Procedures are in place for appropriate evaluation of faculty involved in the distance education program. Please describe and attach instruments.

Faculty members in traditional and distance education formats are evaluated using the same criteria and no distinction is drawn based on the format of the class. Indeed, it is worth noting that in most cases the faculty teaching distance education classes are also responsible of teaching traditional courses. All faculty members must meet the appropriate SACS requirements. Additionally, each faculty member assigned to teach a traditional or a distance education class must provide students with an opportunity to complete course evaluations. Faculty members teaching in all formats are evaluated annually by their department or unit chair.

__X_____ 4. A policy exists that addresses faculty teaching load for those involved in distance education. Please attach the policy and explain rationale.

The general UTA policy on teaching load applies to faculty involved in distance education. Distance education courses generate teaching load credit at the same rates as regular courses. See Attachment E for a copy of UTA's teaching load policy.

__X_____ 5. A process exists for evaluating the credentials of faculty employed by other institutions that are teaching courses for which your institution is awarding credit.

Faculty teaching distance education courses for which the University of Texas at Arlington awards credit, whether employed by this University or by another institution, must meet the same qualifications as all other UTA faculty. See Section 3.1 for more information.

__X_____ 6.The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable). Summarize policies that address issues raised by distance education.

The University of Texas System has one of the nation's leading authorities on intellectual property and copyright issues. U.T. System attorney, Georgia Harper, speaks at distance education conferences in the state and nationally, and also helps faculty *with individual questions. A comprehensive website (http://www.utsystem.edu/ogc/intellectualproperty/telecrs.htm) has been constructed to provide guidance to faculty on intellectual property issues.*

In matters of intellectual property as related to distance education, UTA draws on policies and contract documents prepared centrally by the University of Texas System. In addition to policy and documentation assistance, the Intellectual Property Legal Practice Group also makes available such valuable tools as an on-line copyright tutorial (utilized by faculty prior to distance education development work) and other resources related specifically to intellectual property issues in the context of distance education.

Section 4 Student Support Services

__X_____ 1.The institution provides distant learners access to appropriate student services, such as admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line. Please describe the support services to distance education students.

UTA learners off-campus have access to a wide array of student services, delivered electronically. Early informational contacts are followed by admission, advising, and registration-processes where telephone, FAX, email, Web tools are utilized. Campus offices such as the Library set the standard by offering nearly every on-campus service electronically, most via the Web (see Section 4.2 for a fuller description).

Within the Center for Distance Education, a full-time staff of three support specialists assists students at all stages of pre-enrollment and during on-line study. The Support Division maintains a 1-800 number and helps UTA and potential UTA students daily to obtain services from a distance. During the 2000-2001 year, contacts and requests for assistance to that section reached more than 5,000 in number. In post-class surveys, Center students

routinely note the helpful, friendly, quality customer support offered by the Center.

One of the primary goals of the U.T. TeleCampus is to provide the same resources to distant learners and faculty that are found on a traditional campus. Each campus and student has a distance education central support system that includes access to information about admissions, registration, library, and other academic resources. Some of the TeleCampus resources include links to an online course schedule, financial aid, online bookstores, learning and instruction resources, chat rooms, advisors, veterans' resources, and much more.

While most of the information related to the TeleCampus can be found online, there are many inquiries and customer service requests that reach the TeleCampus via telephone. Because the number of student inquiries is substantial and will increase, an auto attendant feature has been added to the phone system. During operational hours the phone system includes a condensed out-routing system to give callers basic information and route them to the appropriate staff. During the hours when the office is closed, routing will expand to provide more comprehensive information to the caller, providing them with the best service, most information and shortest "hang time."

Special attention has been given to provide students the technical assistance needed. Students can find information on a variety of topics ranging from conferencing issues, browsers, plug-ins, system requirements, etc., at the Tech Support link in the TeleCampus. Additionally, students can call support personnel at the TeleCampus on other issues or problems. For course connectivity problems, the VCampus Technical Support Desk, is also available Monday through Friday 7:00 a.m. to midnight (EDT), and Saturday and Sunday, 9:00 a.m. to 5:00 p.m. (EST). VCampus is the company that U.T. System has contracted with to develop and maintain the TeleCampus website. Students can reach these support centers toll free.

__X_____ 2.Distant learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide on-line address and describe.

For Students, the Libraries' Distance Education web page is at: http://www.uta.edu/library/distance/. This page is designed primarily for students enrolled in Distance Education courses, although the services described there are also available to UTA faculty teaching from a distance.

In addition to the services described on the Libraries' Distance Education page, nearly all of the UTA Libraries services now have an online counterpart and are available to the entire UTA student, faculty, and staff

community, Distance Education faculty and students included.

For Students and Faculty (locally and at a distance), a directory of the Libraries' online services is available at:
http://www.uta.edu/library/services.html

These services include:
1. *asking for help in using library resources*
2. *consulting with a librarian for more in depth research help*
3. *asking us to locate library materials*
4. *getting books and journal articles that UTA doesn't have locally*
5. *renewing books*
6. *inquiring about library fines*
7. *getting a TexShare Card to be able to borrow books when visiting another Texas library*

The Libraries also have a toll-free phone number: (888) 565-9023

The Libraries' access to electronic information has greatly expanded. Distance Education students and faculty can request that items from UTA's physical collection be sent to them. In addition, they and the rest of the UTA academic community have access to nearly 12,000 e-book titles and over 16,000 electronic journal and database titles.

Off-campus access to the Libraries' online materials has become easier. For faculty and students living outside the Metroplex local telephone dialing area, there is now a UTA proxy server that will let them use the Libraries' electronic resources. Information on this service is found at http://www.uta.edu/library/remote.html.

Another new online service is Electronic Reserves. Faculty can place their requests for reserve materials on the web. Within copyright guidelines, which the Libraries monitor, course reserve material can be digitized and placed on the web. Access to this material is limited to the instructor teaching the course and the students enrolled in the course. For further information on this service, refer to: http://www.uta.edu/library/access/ereserves.html.

Students taking courses through the U.T. TeleCampus have access to the U.T. System Digital Library, one of the best library resources for online students in the nation. This resource provides access to all of the digital resources for each university in the U.T. System. It includes links to the universities' library information as well as an information literacy tutorial, and an extensive listing of reference resources, databases and news sources. Students can obtain other services such as borrowing books and asking research questions by contacting their home campus libraries. A distance

education librarian has been designated at each U.T. System campus to assist TeleCampus students with their library needs.

The Digital Library works with the U.T. component libraries to provide electronic and traditional library services in support of distance learners. Through the Digital Library, students can link to U.T. online library services, library contacts, statewide library sharing services and many other resources. Although many of the services offered within the Digital Library are open to the public, some do require a student ID number.

In addition, U.T. TeleCampus students have access to a core set of resources exclusively for their use. Upon establishing an account, students can connect to resources such as Congressional Universe, Lexis-Nexis, Academic Universe, Early English Books Online, Education Abstracts, Electric Library, ERIC, Periodical Abstracts, RDS Tablebase, RDS Business and Industry, Science Direct, and others. TeleCampus students can connect to these and other available electronic resources from anywhere in the world.

Section 5 Distance Education Facilities and Support Services

__X_____ 1. The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe.

With the founding the UTA Center for Distance Education in 1997, the University of Texas at Arlington took a leadership role within the U.T. System in the production of high quality curricular materials for Internet delivery. A Center staff of seventeen work with UTA faculty members to retool traditional course curriculum elements into materials appropriate to a distance-learning environment. The university budgeted approximately $700,000 for Center for Distance Education development of and technical support for distance learning courses for FY 2000, with the dollar allocation expected to increase again for the 2001-02 academic year.

Center staff have attracted state, national, and international attention for the production of digital media. Course and training materials produced by CDE are marked by significant quantities of digital audio, digital video, and Flash animation. The CDE's team of five professionals devoted to the production of Flash materials make it unique compared to universities across the U.S.

Center-produced classes and programs were recognized this past year on the state level with the University of Texas System's Commitment to Excellence award and on the national level with award recognition from the University Continuing Education Association. Additionally, Center efforts continue to attract attention from major corporations as well as print media both locally and nationally.

Numerous campus offices provide infrastructure and technology tools to support distant learners. The Office of Information Technology (OIT) provides a wide range of services to UTA faculty and students who seek digital information processing, storage and serving. In total, OIT maintains a "farm" of more than 40 enterprise servers, dedicated to such DE-related operations as:

- ***Unix Web Hosting***
- *with CGI support*
- *for departmental course and research web sites*
- *can apply for an account online*

- ***Windows NT Web Hosting***
- *with frontpage extensions*
- *or departmental, course and research web sites*
- *can apply for an account online*

- ***UNIX / NT web hosting***
- *for student personal web sites*
- *supports FTP*

- ***Listserv Services***
- *e-mail distribution lists*
- *with a Web interface*

- ***WebCT***
- *online course tool*
- *online tutorials and support*

- ***Web based e-mail***
- *for faculty/staff and students*

In addition, Information Technology operates the campus Help Desk, available with extended hours to assist distance education faculty and students. As of August, 2001, student support at the Center for Distance Education is integrated into the Desk's software and knowledge (troubleshooting) databases, allowing for more comprehensive and more efficient support to UTA students. Complete information relative to OIT can be found on the Web: http://oit.uta.edu/.

University Video and Audiovisual Services is another key support facility. UVAVS currently boasts a staff of professional videographers and digital media specialists, including a staff member dedicated to instructional videoconferencing. During Internet courseware production, the Center frequently makes use of the staff talents of University Video, as well as their digital editing capabilities and professional-grade production studio. Further information on this office is also available on the Web: http://video.uta.edu/.

__X_____ 2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Discussion follows.

The RN to BSN Program's Distance Education (DE) Initiative delivers the baccalaureate curriculum to Registered Nurses, licensed by the State of Texas. Course lead teachers at UT Arlington design clinical objectives to meet program goals. They also provide overall guidance for implementing and evaluating the clinical lab experiences. Faculty teaching the courses are available during specific times for telephone conferencing with students and through e-mail access.

At each of our 5 DE campuses, a site coordinator, who is a member of the UTA School of Nursing faculty, advises students for their individualized clinical lab experiences, including guiding students to select, plan and implement individualized clinical activities; monitoring student progress; and evaluating achievement of objectives, in collaboration with lead teachers. Site coordinators are knowledgeable of local community resources to offer students expert guidance and facilitate their access to agencies and organizations.

To meet the Texas Board of Nurse Examiners' requirement which mandates a 1:10 faculty-to-student ratio for clinical learning experiences, additional faculty are assigned to the four clinical courses as clinical advisors. The number of clinical advisors is based on student enrollment. Advisors assist with clinical assignments and also have the responsibility to provide other support for student learning activities.

For the School of Social Work, the number of contracts with west Texas agencies in support of our WTAMU Distance Education program is extensive. They include Mental Health and Mental Retardation for the Texas Panhandle (MOHR) (Amarillo and all surrounding counties), Central Plains Center for Mental Health in Plainview (midway between Amarillo and Lubbock), Northwest Texas Hospital Pavilion Counseling Center (Amarillo), the VA Medical Centers in Amarillo and Lubbock, Catholic Family Services in Amarillo, Quest Professional Services (counseling center in Amarillo), Baptist/St. Anthony's Hospital Hospice.

UT TeleCampus Course Information Form and Principles of Good Practice Self-Study

ATTACHMENT A

UT TELECAMPUS COURSE INFORMATION FORM AND PRINCIPLES OF GOOD PRACTICE SELF-STUDY

INTRODUCTION

The UT TeleCampus will list and support any U.T. component institution's online courses. A course must be predominantly online in order to receive TeleCampus services. A course may be enhanced with other forms of technology such as CD-ROMs, videotapes and print, but the primary delivery mechanism must be through the Internet via the Web.

When a course is listed through the TeleCampus, it must be accessed only through the TeleCampus and not offered through any other electronic means. Listing a course through the TeleCampus will provide resources for faculty and students such as training; online library and database access; online course evaluation; marketing; and WebCT, VCampus or streaming audio/video server space.

For each course listed through the TeleCampus, documentation of conformance with the "Principles of Good Practice" will be required. Faculty will need to complete this Self-Study agreement that indicates whether the course meets the Principles of Good Practice and has adequate technical support. This Self-Study acts as an agreement between the University, course author and the TeleCampus.

COURSE INFORMATION

Much of the information in this section will be used, as is, for the TeleCampus online course listing. Please be sure the information provided is accurate and complete.

Name of course: Introduction to Biology

UT component: University of Texas at Arlington **Course and prefix number:** Biol 1334

Name(s), title(s), component(s) of instructing faculty: Tim Henry, Ph.D., Instructor, Department of Biology, University of Texas at Arlington

Name, title, phone and email of key contact person: Trish Nickel, Center for Distance Education

Please provide the web address where the course can be reviewed. Also, please provide any log-in and password information needed. (This information will be used by TeleCampus staff and, if applicable, TeleCampus Academic Affairs Committee members for review purposes.)

http://sirens.vcampus.com/utcourses

Course: henryt_2r1
Password: B5ol1334z

Level of course: Pre-Collegiate____ Undergraduate **X** Graduate ____ Other ____

Type of credit: Academic **X** Correspondence ____ Extension ____ K-12 ____

Faculty /staff development ____ **Continuing education** ____
Non-credit ____

Credit hours: 3

Intended audience: Undergraduate Students

Prerequisite(s) and/or required academic level of students: BIOL 1334

First <u>two</u> semesters to offer via the TeleCampus: Fall 2001

Has this course been offered online previously? No **Number of students:** _____

Course description: Biology is the science of life, and a wide-ranging science it is. Some biologists study entire ecosystems; others delve into interactions of just a few molecules in a single organism. Some biologists look billions of years into the past, seeking the origin of life on Earth; others work to find commonality among the astonishing array of living things now on our planet. Such variety makes biology a broadly encompassing science; a biologist may need to rely on physics, chemistry, oceanography, geology, mathematics, climatology, computer science, and more, in addition to the essential core body of biological knowledge. In this course, we introduce you to that core body of biological knowledge. We explore the molecular interactions that make life possible, the flow of energy through living things, the unity and diversity of life on Earth, the structures and functions of organisms, and the processes of evolution that inform all modern biological thought.

TECHNICAL REQUIREMENTS

For questions or additional information, contact Rob Robinson, Technology Coordinator, at rrobinson@utsystem.edu or 1-888-TEXAS-16.

Provide the name of the platform on which the course has been developed (for example, VCampus, Blackboard, WebCT, Web Course in a Box, etc.) If the platform is "home-grown," please contact Rob Robinson at the email or phone number listed above.

Vcampus

Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions and hardware platforms? (For instance, Netscape 3.X on an older Pentium PC, or Explorer on a Mac running OS 7.X.) Please provide details.

Check with mark

Discussion/Chat:

Asynchronous (threaded discussion) ***X*** *Synchronous (live chat)* _____

Additional Information: N/A

Audio: N/A

Number of segments _____ Length of longest segment _____

Method of Delivery

_____

(streaming via RealAudio, Quicktime or other; delivered on CD-ROM, etc.)

Additional Information

Video:

Number of segments: 18 Length of longest segment:

Method of Delivery: **Delivered on CD-ROM**
(streaming via RealMedia, Quicktime or other; delivered on CD-ROM, etc.)

Additional Information

_____

Content-Hosting:

Will content be hosted on a server residing at your component? At the TeleCampus? At a third-party site (i.e. VCampus)? If the TeleCampus is to host any portion of the course, please contact Rob Robinson at the email or phone number listed above.

TeleCampus/Vcampus

Please provide the URL where the course will reside during the first semester it is offered via the TeleCampus. This is where the TeleCampus platform will link the students, so it must be correct.

COURSE COPYRIGHT AND PERMISSIONS

*Information on copyright laws relating to the use of intellectual materials is available through the **UT System Copyright Crash Course Online Tutorial**, which is online at the TeleCampus. For questions or additional information, contact Marta Hubbard, Policy Coordinator, at mhubbard@utsystem.edu or 1-888-TEXAS-16.*

In any case where the University and/or Course author(s) contribute copyrightable expression, the University and/or Course author (s) warrant that they are the only owner(s) of the Course and have full power and authority to make this agreement; and that the Course does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.

The University will defend, indemnify, and hold harmless the TeleCampus and/or its licensees against all claims, suits, costs, damages, and expenses that the TeleCampus and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Course or any infringement or violation by the Course of any copyright or property right.

Name(s) of course copyright holder(s): ***Archipelago***
Have you confirmed that the course materials that were not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?

Yes *X* ***In Process*** _____ ***No*** _____

_____

_____

If not, have you acquired permission to use or link to the materials?

Yes *X* ***In Process*** _____ ***No*** _____

_____
_____

_____
_____

_____
_____

Additional Information/Comments: ***See attached letter.***

THE PRINCIPLES OF GOOD PRACTICE AND THIS SELF-STUDY

The *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* were developed by the Western Interstate Commission for Higher Education and adopted by the Texas Higher Education Coordinating Board. These Principles provide an outline for consideration when developing, teaching or evaluating the quality of electronic instruction. Therefore, the UT TeleCampus requires this self-study as an assurance that all courses hosted via the TeleCampus meet these guidelines. (Throughout the following pages, the Principles are in bold.) **It is not necessary for you to provide a positive response to each question.** However, these questions should indicate course attributes you may want to add, areas that you may wish to improve or further develop and issues to be addressed during instruction.

Certain assumptions are central to the Principles of Good Practice as well as this self-study:

1. *The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.*

2. *The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.*

3. *The "institution" may be a single institution or a consortium of such institutions.*

4. *These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.*

5. *It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.*

6. *Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.*

UT TeleCampus staff and applicable TeleCampus Academic Affairs Committee members will review this completed form. A TeleCampus staff member may contact you for additional information. Please feel free to contact Lori McNabb, TeleCampus Curriculum Coordinator, at lmcnabb@utsystem.edu or 1-888-TEXAS-16 with questions or for additional information.

PRINCIPLES OF GOOD PRACTICE: CURRICULUM AND INSTRUCTION

1. The program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

Yes **X** No _____

Degree or certificate (if applicable)

_____

2. The degree or certificate program or course offered electronically is coherent and complete.

a. Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if needed.

Yes **X** No _____

b. Students can complete the course without physically visiting the component institution(s).

Yes **X** No _____

d. The course includes:

-- introduction…….. Yes **X** No

-- instructor biographical information ……..Yes No **X**

-- syllabus, details of course content or course menu ……..Yes **X** No

-- information about course and course logistics……Yes **X** No

-- information about course policies and procedures……...Yes **X** No

-- learning objectives……Yes **X** No

-- glossary……Yes **X** No

-- reading list, bibliography and/or external references……Yes **X** No

-- course dates and deadlines……Yes **X** No

-- specific instructions on assignments……Yes **X** No

-- email address for instructor(s)……...Yes **X**No

-- pages of content

-- graphical and multimedia elements ……..Yes **X** No

-- technical drawings, tables, etc……..Yes No **X**

-- PDF and other downloadable files……Yes *X* ***No***

-- links to other web sites……..Yes **X** No

-- interactive exercises……..Yes No **X**

-- evaluation instruments……..Yes **X** No

-- link to online conferencing……...Yes **X** No

-- technical support information or link……Yes **X** No

-- technical requirements for the course……Yes **X** No

1. The program or course provides for appropriate interaction between faculty and students and among students.

a. Interaction with and among students is achieved through (check all that apply):

Asynchronous discussion *X* ***Synchronous chat*** _____ ***Team projects*** _____

Individual email *X* ***Group email*** _____ ***Audioconference*** _____

Students post projects/assignments online for review by faculty or other students ____

Other

_____

b. Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback is defined or outlined in the syllabus or course menu.

Yes **X** No _____

Additional information

_____

_____

1. Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

a. Faculty members are employed by UT component(s).

Yes **X** No _____

b. When teaching the course, the faculty member(s) will be available to support and communicate with the students and oversee student progress and evaluation.

Yes **X** No _____

Additional information

_____

c. Is this course self-paced or is the student's progress defined by the instructor (for example, are there deadlines for discussion participation, quizzes, tests or assignments)?

Students will complete assignments and tests by the deadlines outlined in the course syllabus.

d. Will this course be a part of or in addition to the faculty's normal teaching load?

It will be part of the faculty's normal teaching load.

5. *Programs or courses offered electronically are offered on the campus of the institution where the programs or courses originate.*

a. Is this course part of the component(s) on-campus course inventory?

Yes **X** No _____

b. Is this course taught on campus?

Yes **X** No _____

6. *Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.*

Yes **X** No _____

7. *It is anticipated that student learning in the online course will be comparable to student learning in courses offered at the campus where the program or course originates.*

Yes **X** No _____

Additional information

_____

PRINCIPLES OF GOOD PRACTICE: INSTITUTIONAL CONTEXT AND COMMITMENT

ROLE AND MISSION

1. *The program or course is consistent with the institution's role and mission. Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.*

Yes **X** No _____

Additional information

_____

_____

_____

STUDENTS AND STUDENT SERVICES

2. *Program or course announcements and electronic catalog entries provide appropriate information (about course and services).*

   Yes **X** No _____

   a. The course will be listed in the component(s) course catalog each semester it will be taught via the TeleCampus.

      Yes **X** No _____

1. *The program or course provides students with clear, complete, and timely information on:*

   a. the curriculum

      Yes **X** No _____

   b. course and/or degree requirements

      Yes **X** No _____

   c. nature of faculty/student interaction

      Yes **X** No _____

   d. assumptions about technological competence and skills

      Yes **X** No _____

   e. technical equipment requirements

      Yes **X** No _____

   f. availability of academic support services

      Yes **X** No _____

   g. financial aid resources, and costs and payment policies

      Yes **X** No _____

1. *Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. (You may refer students to the UT TeleCampus for library services.)*

<u>This information will be provided, as is, to students in the course. Please be sure the information provided is accurate and complete</u>.

a. Technical support will be provided: ***Yes*** *X* ***No*** _____

If yes, provider will be:
General Support: ***Center for Distance Education, UTA (M-F, 8-5)***
*Course Web Page Support****: VCampus Technical Support (M-F, 7-midnight, Sat, 9-5)***
*WebBoard Support****: TeleCampus (M-F, 8-5)***

How will students access the support? Students will access support via email and phone.

What hours/days of the week will support be provided? See above.

b. Student advising will be provided: ***Yes*** *X* ***No*** _____

How will students access the advisor? Students will access advising via email and phone.

_____
_____

1. *The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.*

   Yes *X* ***No*** _____

2. *Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.*

   Yes X No _____

FACULTY SUPPORT

3. *The program or course provides faculty support services specifically related to teaching via an electronic system.*

   a. Will the course be reviewed for revisions at regular intervals?

   Yes *X* ***No*** _____

b. Will production and instruction design support be provided for revisions?

Yes *X* ***No*** _____

c. If major revisions or additions will take place during the semester in which the course will first be offered on the TeleCampus, please provide details.

N/A

d. If major revisions or additions take place during future semesters while the course is being taught, please provide details.

N/A

1. *The institution assures appropriate training for faculty who teach via the use of technology.*

a. What training have faculty received? (Please check all that apply.)

Online course development training *X* ***Online instruction training*** *X*

In-house (on campus) training _____ ***Outsourced training*** _____

TeleCampus faculty training *X* ***TeleCampus production training*** _____

Additional information

_____

_____
_____

_____
_____

a. Will opportunities for additional training on online course development and instruction be offered to faculty?

Yes *X* ***No*** _____

Additional information

_____

1. *The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.*

   Yes *X* ***No*** _____ ***Provided by the TeleCampus*** _____

   Please describe: **Faculty offices are equipped with PCs. Additionally, they have access to UTA network resources and are supported by Academic Computer Services.**

RESOURCES FOR LEARNING

2. *The institution ensures that appropriate learning resources are available to students.*

   Yes *X* ***No*** _____

3. *The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.*

   Yes *X* ***No*** _____

COMMITMENT TO SUPPORT

4. *Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.*

   Yes *X* ***No*** _____

   Additional information

   _____

   _____
   _____

5. *The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.*

   Yes **X** No _____

   Additional information

   _____

   _____
   _____

_____
_____

PRINCIPLES OF GOOD PRACTICE: EVALUATION AND ASSESSMENT

1. *The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.*

   Yes **X** No _____

a. Course will use the TeleCampus online evaluation instrument

   Yes **X** No _____

   If "yes," person who will access the evaluation outcome data:

   Name

Jackie Stempel, Office of the Provost, UTA.

1. *At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.*

   a. Student evaluation is achieved through:

   Quizzes *X* ***Tests*** *X* ***Written assignments/papers/projects/journaling*** _____

   Group assignments _____ ***Participation in discussions/chats*** _____

   Additional information

_____
_____
_____

_____
_____

_____
_____

FACULTY AND COMPONENT COMMITMENT/APPROVAL

This signature page must be completed and returned with the self-study. It should be completed and signed by the instructing faculty and of the lead component's appropriate Dean and Vice President for Academic Affairs or Provost.

FACULTY COMMITMENT (to be completed by instructing Faculty)

The answers to the questions in the self-study above are accurate and truthful. All efforts have been made to insure that copyright permissions have been obtained. I understand that by hosting this course through the UT TeleCampus, my students and I will have access to all UT TeleCampus services.

Tim Henry, Ph.D., Instructor, Department of Biology,
University of Texas at Arlington

_____ _____

signature printed name

_____

date

DEPARTMENT APPROVAL (to be completed by the Dean)

The answers to the questions in the self-study above are accurate and truthful.

_____ _____

signature printed name

_____ _____

title date

INSTITUTION COMMITMENT (to be completed by the V.P.A.A. or Provost)

It is understood and agreed that each time the course is offered, it will count toward the annual assessment of this institution by the UT TeleCampus. In addition, it is understood that students enrolled in the course will pay tuition to this institution and, if in-state, will count toward formula funding for the institution.

_____ _____

signature printed name

_____

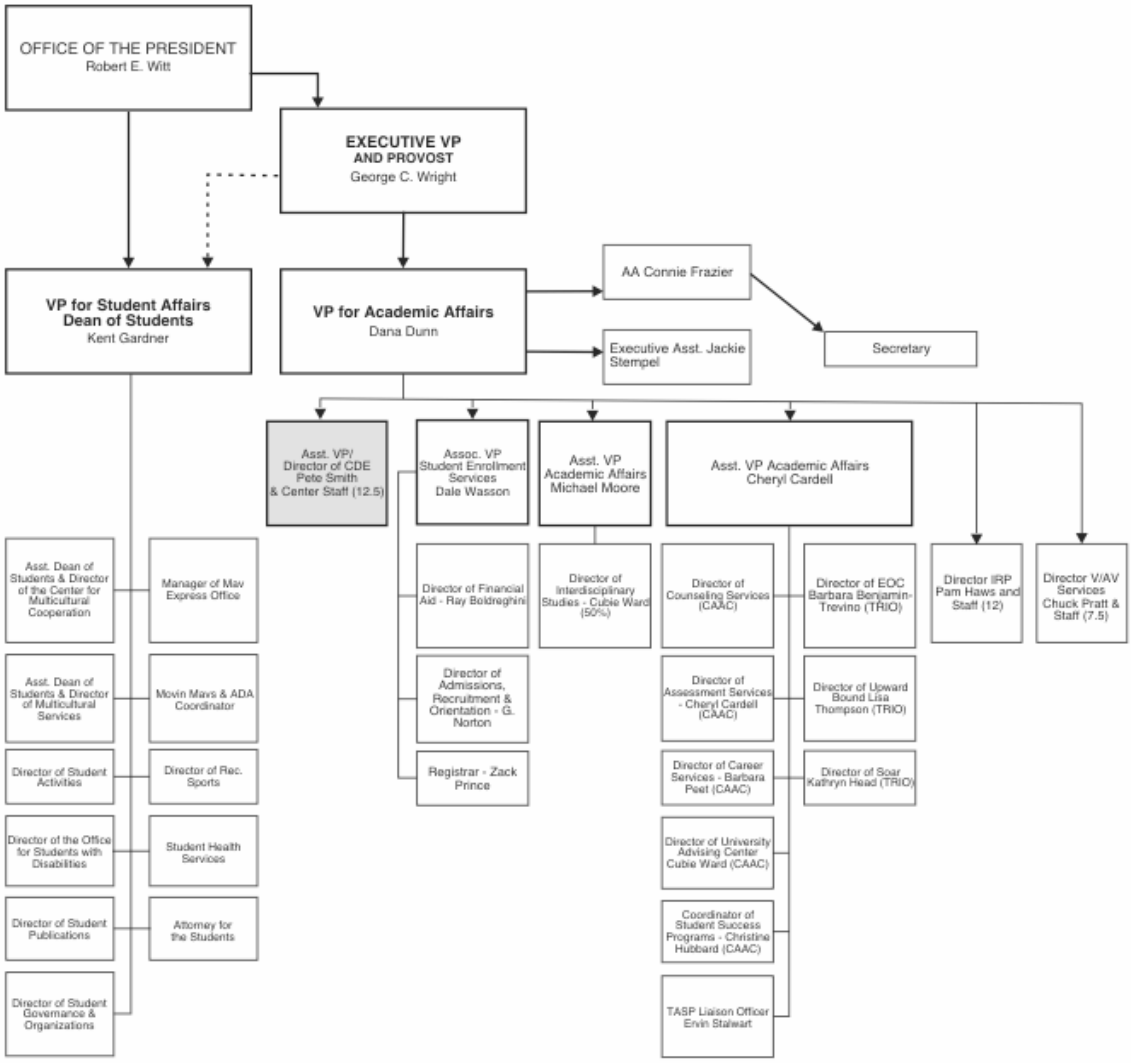
_____

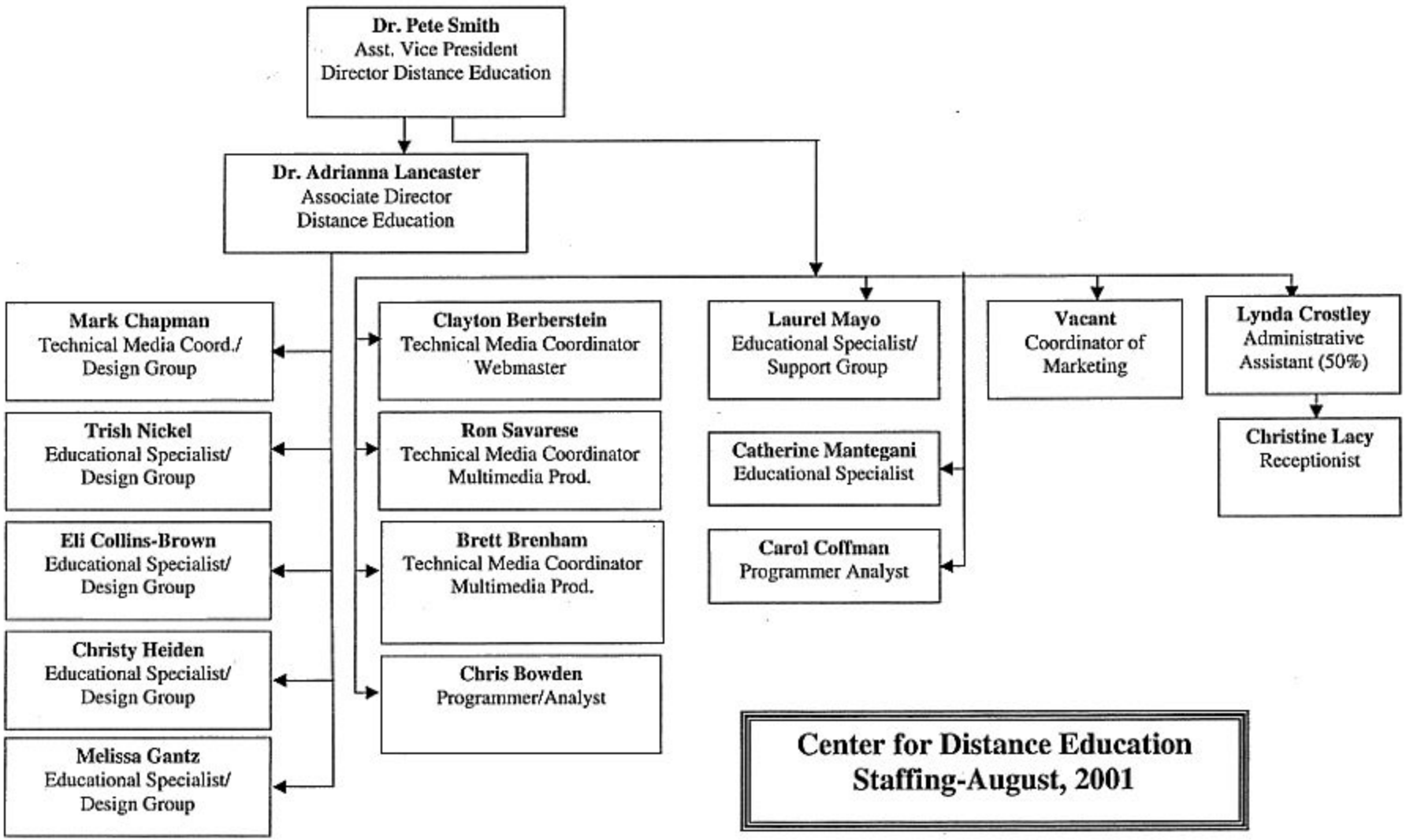
title date

= = = =

Organizational Charts

ATTACHMENT B


OFFICE OF THE PRESIDENT
Robert E. Witt
EXECUTIVE VP AND PROVOST
George C. Wright
VP for Student Affairs Dean of Students
Kent Gardner
VP for Academic Affairs
Dana Dunn
AA Connie Frazier
Executive Asst. Jackie Stempel
Secretary
Asst. VP/ Director of CDE Pete Smith & Center Staff (12.5)
Assoc. VP Student Enrollment Services Dale Wasson
Asst. VP Academic Affairs Michael Moore
Asst. VP Academic Affairs Cheryl Cardell
Director IRP Pam Haws and Staff (12)
Director V/AV Services Chuck Pratt & Staff (7.5)
Asst. Dean of Students & Director of the Center for Multicultural Cooperation
Asst. Dean of Students & Director of Multicultural Services
Director of Student Activities
Director of the Office for Students with Disabilities
Director of Student Publications
Director of Student Governance & Organizations
Manager of Mav Express Office
Movin Mavs & ADA Coordinator
Director of Rec. Sports
Student Health Services
Attorney for the Students
Director of Financial Aid - Ray Boldreghini
Director of Admissions, Recruitment & Orientation - G. Norton
Registrar - Zack Prince
Director of Interdisciplinary Studies - Cubie Ward (50%)
Director of Counseling Services (CAAC)
Director of Assessment Services - Cheryl Cardell (CAAC)
Director of Career Services - Barbara Peet (CAAC)
Director of University Advising Center Cubie Ward (CAAC)
Coordinator of Student Success Programs - Christine Hubbard (CAAC)
TASP Liaison Officer Ervin Stalwart
Director of EOC Barbara Benjamin-Trevino (TRIO)
Director of Upward Bound Lisa Thompson (TRIO)
Director of Soar Kathryn Head (TRIO)


Dr. Pete Smith
Asst. Vice President
Director Distance Education
Dr. Adrianna Lancaster
Associate Director
Distance Education
Mark Chapman
Technical Media Coord./
Design Group
Trish Nickel
Educational Specialist/
Design Group
Eli Collins-Brown
Educational Specialist/
Design Group
Christy Heiden
Educational Specialist/
Design Group
Melissa Gantz
Educational Specialist/
Design Group
Clayton Berberstein
Technical Media Coordinator
Webmaster
Ron Savarese
Technical Media Coordinator
Multimedia Prod.
Brett Brenham
Technical Media Coordinator
Multimedia Prod.
Chris Bowden
Programmer/Analyst
Laurel Mayo
Educational Specialist/
Support Group
Catherine Mantegani
Educational Specialist
Carol Coffman
Programmer Analyst
Vacant
Coordinator of
Marketing
Lynda Crostley
Administrative
Assistant (50%)
Christine Lacy
Receptionist
Center for Distance Education
Staffing-August, 2001

Faculty Qualifications Report

Fall 2000 – Spring 2001

ATTACHMENT C

MEMORANDUM

TO: Academic Deans

FROM: Pam Haws, Director
Institutional Research and Planning

SUBJECT: Faculty Qualifications Report Fall 2000 - Spring 2001

DATE: February 12, 2001

COMPLETION DATE: March 15, 2001

It is time again to provide faculty qualification information for all faculty teaching for the first time in Fall 2000 or Spring 2001 and to provide missing data for faculty previously entered into the database. You or your designee will need to review the credentials of new hires to determine if they meet the SACS criteria for academic preparation in the teaching discipline, or if a narrative justification will be required. You will also need to review the teaching assignments of previous faculty to determine if changes in responsibilities (e.g., from undergraduate to graduate classes) may necessitate a narrative justification not previously needed.

If a faculty member does not possess the necessary academic degree preparation required by SACS (see attachment), please send the narrative justification to me via e-mail (haws@uta.edu) **for approval before entering it into the database.** The narrative should describe the credentials presented in lieu of the formal academic preparation; these could include professional positions held, scholarly presentations or publications, and awards or citations for excellence.

Special Note Regarding Graduate Teaching Assistants: All GTAs responsible for assigning final course grades in lecture or independent lab courses must meet the SACS criteria for GTAs as outlined in the attached handout. Departments are responsible for ensuring that the criteria are met and that appropriate documentation is maintained. The following statement (or one very similar) should be entered into the "Other Qualifications or Experience" field:

> *"This individual has at least 18 graduate semester hours in the teaching discipline, is under the direct supervision of a faculty member experienced in the teaching discipline, receives regular in-service training, and is evaluated regularly."*

Instructions for data entry and a summary of the SACS criteria are enclosed. The password allowing access to the data entry screen is FACSFØØ (case sensitive). If you have any questions about your data entry, please call me at x3365.

Enclosure

Data Entry Instructions for Faculty Members Teaching for the First Time in Fall 2000 or Spring 2001

The screens for data entry for the Faculty Qualifications Report are accessed through the IRP home page (www.uta.edu/irp). Click the "Survey and Data Entry" icon and then click on "Data Entry for Faculty Qualifications Report."

To enter data on a new faculty member, click the "Data Entry" button. Enter the information in the following example format:

SSN	123456789 (Faculty SSN, no dashes or spaces)
Password	FACSFØØ (case sensitive)
Last Name	Doe
First Name	Jane
Middle Initial	Q
Most Advanced Degree	Indicate Baccalaureate, Masters or Doctoral level degree by clicking the appropriate circle
Major	Music (Enter the discipline of the faculty's most advanced degree)
Other Degrees	MM, BM (Enter the designation of any other degrees held)
Terminal Degree	Indicate whether the most advanced degree held is considered terminal in the discipline by clicking the appropriate circle, Yes or No
Other Qualifications Or Experience	Leave this field blank unless the faculty member does not meet SACS criteria for academic preparation in the teaching discipline. If a narrative justification is required for a faculty member, **make sure that the narrative is complete and approved by the Director of Institutional Research and Planning before entering it.**

Instructions for Entering Additional Data for Faculty Members Already in the Database

You will need to update information on any faculty members who have completed additional degrees subsequent to their initial entry into the database. You may need to enter narrative justification statements for some previous faculty whose teaching responsibilities have changed (e.g., from undergraduate to graduate courses). In addition, if you have not already done so, you need to indicate whether or not their most advanced degree is considered terminal for faculty members holding less than a doctoral level degree. To enter this data, access the entry screen through the IRP web page in the manner described above. Instead of "Data Entry," choose the "Modification" button.

Enter the following information:

SSN	123456789 (SSN of the faculty member whose information you wish to modify, no spaces or dashes)
Password	FACSFØØ (case sensitive)

Click "Submit," and the information already in the database for the faculty member will appear. Make the necessary additions or corrections, enter the password again where indicated, and submit again. Your changes will then be updated in the database.

If the message "Record does not exist for this SSN" appears, click "To enter your record click here." Then, follow the instructions for entering data on new faculty members as outlined above.

Faculty Credentials (SACS Criteria)

4.8 Faculty

4.8.2.2 Baccalaureate**
Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, **must**:

- Have completed at least **18 graduate semester hours in the teaching discipline, AND**
- Hold at least a **master's degree;**

OR

- Hold the minimum of a **master's degree with a major in the teaching discipline.**

Exceptions for Undergraduate Faculty

1. Exceptions to minimum qualifications:
   - 1.1 Be exceptions, not the norm
   - 1.2 Be justified each year
   - 1.3 Outstanding professional experience and
   - 1.4 Demonstrated contributions to the teaching discipline
2. The institution must justify the employment by showing competence in 1.3 and 1.4 above.
3. The institution must have documentation on file.

4.8.2.3 Graduate **
Each faculty member teaching courses at the **master's** and specialist degree level **must**

- Hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline.

(In some instances, the master's degree in the discipline may be considered the terminal degree. In other instances, a master's degree in the discipline coupled with a doctoral degree in a related discipline is considered appropriate.)

Each faculty member teaching courses at the **doctoral** level **must**:
Hold the earned doctorate in the teaching discipline or a related discipline.

Exceptions for Graduate Faculty

1. Exceptions to minimum qualifications:
   - 1.1 Be exceptions, not the norm
   - 1.2 Be justified each year
   - 1.3 Demonstrated exceptional professional experience or
   - 1.4 Demonstrated exceptional scholarly or creative activity
2. The institution must justify the employment by showing competence in 1.3 and 1.4 above.
3. Have appropriate documentation on file.

4.8.3 Part-Time Faculty**
Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines.

**In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified by the institution on an individual basis.

Graduate Teaching Assistants
Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or assigning final grades for such a course **must**

- Have earned at least 18 graduate semester hours in their teaching discipline,
- Be under the direct supervision of a faculty member experienced in the teaching discipline,
- Receive regular in-service training, and
- Be evaluated regularly.

The above requirements do not apply to graduate teaching assistants who are assisting in laboratory sessions, teaching physical education activities, attending or helping prepare lectures, grading papers, keeping class records, and conducting discussion groups.
(Note: there is no provision for exceptions to the criteria for graduate teaching assistants.)

Office of Information Technology (OIT)

Training Opportunities Brochure

ATTACHMENT D

Digital Media Lab

The Digital Media Lab (DML) is a campus-wide resource offering services and facilities that promote, support, and integrate digital technologies in teaching, learning, and research at UTA. Faculty and staff are welcome to use this self-service production and training facility to develop multimedia and web projects.

The DML serves as a place where multimedia computer hardware and software is readily available for the dissemination of information on technologies relating to instruction.

- **Location:** In the Central Library Building Room 419
- **Hours:** Walk-ins are welcome, but persons needing consulting or training should contact us for an appointment.

  1:00 PM to 4:00 PM, Monday through Thursday
  9:00 AM to Noon Fridays
- For more information, you can contact DML staff at **817-272-7431** or **webteam@library.uta.edu.**

Digital Media Lab Services

The DML provides a variety of multimedia support services that include but are not limited to:

- Web Page Authoring
- WebCT Course Creation
- Document Conversion
- Desktop Publishing
- 2D/3D Graphics and Animation
- Audio Editing/Authoring/Recording
- Video Editing/Authoring/Recording
- Presentations
- Multimedia Authoring for On-line Learning

There are also a number of books and magazines available to aid and enhance the usage of the software and hardware available.

Visit **http://www.uta.edu/library/dml** for more details.

Office of Information Technology

Help Desk
102 A Central Library
Phone: 817-272-2208
Fax: 817-272-2063
Email: helpdesk@uta.edu

UTA

Instructional Technology for Faculty & Staff

Visit **http://oit.uta.edu**, or call the Help Desk at **817-272-2208** for more information.

Web Page Accounts - Faculty / Staff

Faculty and Staff can request space for web pages on-line at **http://oit.uta.edu/form.**

Web pages can be stored on a UNIX server (www) or an NT server (www2). If you are unsure of which one to use or would like more information, please visit:

http://oit.uta.edu/wwwteam/official_pages.shtml

Web Page Accounts - Students

Some instructors will require their students to create and maintain web pages. Students can either host their pages on an NT server (students.uta.edu) or a UNIX server (omega.uta.edu).

The NT account **DOES NOT** need to be activated as it is done automatically. Students need only place their appropriately named HTML files in the WWW folder.

Accounts on OMEGA however must be requested at: **http://oit.uta.edu/studentaccounts.htm**

In the event that an entire class requires an OMEGA account, submit a request to **helpdesk@uta.edu** stating the system name, class name, number, and section for which the accounts should be activated. The requested system will become active for all students currently enrolled under that particular section.

Class activation of GAMMA accounts is also available.

ASP versus CGI?

While CGI scripts can run on both UNIX and NT systems, if an instructor were to request the use of Active Server Pages (ASP), using an NT server would be mandatory.

Students can already use their allotted space on the *students.uta.edu* server to deliver ASP. Additionally, instructors may request space on *interdev.uta.edu* to aid in ASP instruction.

WebCT

WebCT stands for "Web Course Tools." It is a set of tools that facilitates the creation of World Wide Web-based educational environments by providing:

- An interface that allows the design and presentation of the course (color schemes, page layout, etc.).
- Educational tools to facilitate learning, communication, and collaboration.
- Administrative tools to assist the instructor in the process of management and continuous improvement of the course.

What can I use WebCT for?

- Conferencing or bulletin board system (multiple forums and attachments allowed).
- Internal mail system (attachments allowed).
- Logged chat area (multiple rooms).
- Calendar (secured access, timed announcements).
- Testing environment (self test, review, etc.).

For more information on what WebCT can or can't help you accomplish, please visit:

http://oit.uta.edu/webct

To take advantage of WebCT, submit your request on-line at:

http://oit.uta.edu/webct/signup.html

Listserv

Listserv is a small program that automatically redistributes e-mail to names on a mailing list. Users can subscribe to a mailing list by sending an e-mail note to a mailing list they learn about; listserv will automatically add the name and distribute future e-mail postings to every subscriber.

Requests to subscribe and unsubscribe are sent to a special address so that all subscribers do not see these requests.

To find out more and to see a list of listservs hosted by UTA and non-local sites, visit:

http://oit.uta.edu/listserv

To request your own listserv, visit:

http://oit.uta.edu/listserv/listreq.html

Forgot Your Password?

Reset it at:
http://oit.uta.edu/resetpassword

Change it at:
http://oit.uta.edu/changepassword

Activate Faculty / Staff NT Account

Faculty/Staff NT accounts can be requested at:

http://oit.uta.edu/staffaccounts.htm

Permanent E-Mail Address

A permanent e-mail address, although not an actual e-mail account, is a convenient address to advertise to colleagues and business associates that routes e-mail to any actual e-mail address you choose.

Request yours at:
http://oit.uta.edu/personaladdress

Minimum Faculty Academic Workload Requirements

ATTACHMENT E

Sec. 6-505. Minimum Faculty Academic Workload Requirements

Each person paid full time from the appropriations item "Faculty Salaries" shall be assigned a minimum workload equivalent to eighteen semester credit hours of instruction in organized undergraduate classes each nine-month academic year, or fiscal year at the University's option, in accordance with the following guidelines:

A. When a faculty member is paid partially from a source of funds other than the "Faculty Salaries" line item, the minimum workload shall be proportioned to the percentage of salary paid from the appropriations item "Faculty Salaries".

B. Teaching assistants shall be used only when given proper guidance and supervision to ensure quality instruction. The minimum faculty workload established below does not apply to graduate teaching assistants or assistant instructors who are pursuing degrees. The President is responsible for assuring that all teaching assistants are carefully supervised.

This policy sets the minimum workload and equivalencies. UTA may enact more intensive and/or more detailed minimum requirements, following appropriate approvals. For example, an institution may set individual minimum requirements, consistent with the minimum guidelines, for a specific school or college. It is the responsibility of the institutional head to require teaching in excess of the minimum where such teaching is necessary to meet the institution's obligations to its students and to operate effectively within the faculty salary resources available. Faculty members not actively involved in a program of research and publication or in equivalent academic service should typically carry a teaching load greater than the minimum.

State law requires the adoption of rules concerning faculty academic workloads. Texas Education Code, Section 51.402(b) recognizes that important elements of workload include classroom teaching, basic and applied research, and professional development. Workload for U. T. System faculty members is expressed in terms of classroom teaching, teaching equivalencies and presidential credits for assigned activities.

C. Teaching Equivalencies

1. Graduate Instruction. One semester credit hour of graduate instruction will be considered the equivalent of one and one-half semester credit hours of undergraduate instruction.

2. Specialized Instruction. One and one-half contact hours of instruction of regularly scheduled laboratory and clinical courses, physical activity courses, studio art, studio music instruction, and primary music performance organizations, such as ensembles and marching bands, for each week of a long-term semester will be considered the equivalent of one semester credit hour of undergraduate instruction.

3. Supervision. Supervision of student teachers, clinical supervision, and intern supervision shall be credited such that 12 total student semester credit hours taught will be considered the equivalent of one semester credit hour.

4. Practicum and Individual Instruction. Supervision of student practicum and individual instruction courses, such as honors programs and individual research projects, shall provide equivalency at the rate of one-tenth semester credit hour for each student semester hour of undergraduate instruction and one-fifth semester hour for each student semester hour of graduate instruction per long-term semester. In no case will individual instruction in a single course generate more semester credit hour equivalence than if the course were taught as a regularly scheduled, organized course.

5. Thesis and Dissertation Supervision. Graduate thesis or dissertation supervision shall provide equivalent credit hours only to the chairperson of the thesis or dissertation committee at the rate of one semester credit hour for each six total student semester hours of thesis research credit and at the rate of one semester credit hour for each three total student semester hours of dissertation credit.

6. Multiple Sections. A faculty member who coordinates several sections of a single course shall be given one semester hour of workload credit for each six sections coordinated up to a maximum of three semester hours of credit per semester.

7. Large Classes. Workload credit may be proportionally increased for teaching a large class that requires extensive grading or evaluation of students' work by the faculty member according to the following weighing factors:

Class Size	Weighing Factor
59 or less	1.0
60-69	1.1
70-79	1.2
80-89	1.3
90-99	1.4
100-124	1.5
125-149	1.6
150-174	1.7
175-199	1.8
200-249	1.9
250 or more	2.0

8. Team Teaching. When more than one teacher participates in the instruction of a single course, the credit is proportioned according to the effort expended.

9. Insufficient Enrollment. A reduced workload may be granted temporarily if assigned classes do not materialize because of insufficient enrollment and when additional courses, classes, or other academic duties cannot be assigned to the faculty member. This exception may be granted for two consecutive long-term semesters only for any particular faculty member.

D. Other Equivalencies

1. Administrative Assignments. Workload credit may be granted for a faculty member who is head of a department or head of a comparable administrative unit up to a maximum of six semester hours of workload credit per semester. When justified by the department/unit head and approved by the President, three hours of credit may be given to faculty members who provide nonteaching academic services to the department/unit head. In no case will the total for departmental administration, including the head, exceed nine workload credits per semester unless the organizational structure includes academic units composed of more than one academic discipline.

2. New Faculty. At the recommendation of the head of the department or comparable unit and upon approval of the President, up to three semester hours of workload credit for each of two semesters may be given to a newly-appointed faculty member during the first year of employment for the purpose of developing instructional materials for the courses he or she will teach.

3. New Course Development. At the recommendation of the departmental chair and upon approval of the President, workload credit may be granted to a faculty member involved in the creation of a new course format, or new course materials.

4. Presidential Credits. Academic workload credit granted by the President for all other purposes is limited to 1% of the total semester credit hours taught at the institution during the comparable (fall or spring) semester in the previous year. With the approval of the President, limited faculty workload credit (within the 1% limit above) may be granted for major academic advising responsibilities, for basic and applied research following a research work plan approved pursuant to UTA policy, for preparing major documents in the fulfillment of programmatic needs or accreditation requirements, or for duties performed in the best interest of UTA's instructional programs as determined by the President.

5. Faculty with Technical Rank. Instructional workload equivalents for faculty members holding technical rank may be determined on a clock-hour basis where full-time employment is equivalent to not less than 30 hours of instructionally related activities each week for contact hour courses taught on a quarterly basis.

E. Compliance

1. The President has designated the Provost to monitor workloads, review workload reports, and submit the reports to the President for approval and comment, as appropriate, prior to submitting the reports to the Board of Regents through System Administration following the standard reporting format and deadlines as provided by the Texas Higher Education Coordinating Board in accordance with Section 51.402 of the Texas Education Code and any applicable riders in the current General Appropriations Act.

2. Every faculty member's compliance with these minimum academic workload requirements shall be assessed each academic year. If a faculty member is found to be out of compliance, UTA shall take appropriate steps to address the noncompliance and to prevent such noncompliance in the future.

Sec. 6-506. Work Toward an Advanced Degree by Faculty Members

The following University of Texas System guidelines concern work toward an advanced degree by faculty members:

A. A faculty member (tenured or not) may pursue an advanced degree in a component institution of the U. T. System other than the one at which he or she is employed or at another institution outside of the U. T. System. Such course work for a full-time faculty member must be approved by the head of the faculty member's department and the appropriate dean or deans and the chief administrative officer of the institution.

B. A nontenured faculty member who wishes to pursue an advanced degree on his or her home campus must be recommended by the head of the department in which he or she is employed, and the recommendation must be approved by the appropriate dean or deans and the chief administrative officer of the institution.

C. A tenured faculty member should not normally pursue an advanced degree on his or her home campus.

D. Depending upon the amount of course work carried by the faculty member (student), adjustments in salary may be made as deemed appropriate by the head of the institution in which he or she is employed. Any paid faculty development leave for such a purpose should be paid from faculty salaries as permitted under Legislative appropriations or from non-State funds.

E. In view of the need for self-improvement and increased interdisciplinary education, there should be no prohibition against faculty members taking course work which is not to be applied toward a degree.

F. The amount of course work allowed a full-time faculty member is normally not more than one course during the work day without advance approval of the immediate supervisor.

Sec. 6-507. Faculty Development Leave Policy

A. Eligibility. All faculty members who have served as full-time, assistant, associate, or full professors on the UTA faculty for at least two consecutive academic years are eligible to participate in the Faculty Development Leave Program.

B. Criteria for Ranking Proposals for Faculty Development Leave. Faculty development leaves may be awarded to eligible faculty members based on proposals for:

1. activities that will enable the completion or advancement of a research project to the point of submission and publication in recognized journals,

2. the completion and submission for publication of a scholarly book,

3. preparation for the integration of new techniques into the conduct of a course having identified significance to the faculty member's academic unit,

4. the conduct of laboratory research, documentary or site-development research and/or study at a remote location,

5. the completion of creative activities to a degree comparable to exhibition or performance according to the scholarly standards of the discipline,

6. preparation to teach a new subject area that has been identified as important to the faculty member's department, and

7. other scholarly or creative activities of comparable importance as judged by the University Nominating Committee.

Preference will be given to proposals that carry overt support from the academic department or higher unit, that are deemed to have special scholarly merit, advance the reputation and standing of UTA, and /or offer the possibility of securing external funding. The overriding principle upon which evaluation of proposals will be made is the potential for the achievement of a degree of excellence that surpasses the normal responsibilities of a faculty member. The advance commitment for external support will carry appropriate weight in the evaluation process as well.

Candidates for faculty development leave remain eligible for Research Enhancement Program, fellowship, or other support to assist in funding their research and travel during their leave. The approval of such support, however, is not assured by approval of the faculty member's leave.

Comparison of Learning in Traditional

and

Distance Education Courses

ATTACHMENT F

Teaching Introduction to American Government: "Traditional" and a Web-Based Model of Instruction Compared

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Abstract

Distance education, an old idea, has received renewed attention as a result of the integration of Internet teaching technologies. This renewed attention has resulted in questions related to the quality of learning that occurs in web-based course and how that learning compares to more traditional modes of instruction. This paper compares student grades from a web-based section and a traditional lecture section of a Introduction to US Government course. The findings indicate that students in the distance education class are more likely to be transfer students, to be older, and to work more hours per week. The findings reveal that the mode of instructional delivery has no significant affect on student performance.

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Teaching Introduction to American Government: "Traditional" and a Web-Based Model of Instruction Compared

It should come as no surprise to anyone that computers and information technology have a pervasive affect on our society. The rapid proliferation of home computers, first time Internet users, and new web sites makes it nearly impossible to accurately characterize the breadth of what many call the "information age." According to a study by International Data Corporation and RelevantKnowledge, the number of home computer users reached 30 million in 1997 and will grow to 102 million in 2002 (Snyder 1988). The number of Internet users in the US was estimated at 72 million in 1998 (Mediamark Research 1999) and is expected to reach two-thirds of US households by 2003 (Yankee Group 1999). These users are literally just clicks of a mouse away from countless web sites. Phrases such as "Y2K" and anything "dot com," which were foreign just years ago, are now part of our everyday vernacular and pervade commercial marketing campaigns.

The rapid rise of information technologies has caused many of those involved in education to devote unprecedented attention to a method of instruction broadly known as distance education. This new attention to an old idea has resulted in institutions of higher education offering increasing numbers of courses via the Internet. The US Department of Education reports that 25,370 distance education courses were offered during the academic year 1994-95 and they reached 758,640 students (US Department of Education 1998)

The notion of distance education is, of course, nothing new. Educational institutions having been engaging in distance education for centuries using such tried and true "technologies" as correspondence courses. As early as 1919, universities began offering electronic distance education courses when the University of Wisconsin founded radio station WHA to provide courses for off-campus students (Faibisoff 1987). The underlying principle of all distance education formats is quite simple - take the education to the student instead of having the student come to the education (Thomson 1995). Today, in addition to mailing traditional written materials to students, educational institutions make use of mailed video tapes, satellite broadcasts, one- and two-way video, audioconferencing and the Internet in their distance education course offerings. Virtually every communication technology developed has found its way, at one time or another, into the delivery of education.

Distance education may not be a new concept, but what appears to have changed is the speed with which educational institutions are embracing web-based instruction. Each institution has parochial reasons for developing web-based distance education courses, however, four broad rationales are frequently offered as justifications. First, web-based distance education removes time and place barriers. Most electronic forms of distance education require students to access materials from a specific location and a particular times (e.g., two-way video). In contrast, web-based instruction frees students to access course materials when and where it is convenient for them.[1] Students who previously had difficulty gaining access to educational resources (e.g., rural areas) can now complete course work (Thomson 1995). Additionally, asynchronous web-based technologies and course

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[1] Equally important is the ability to provide other institutional functions such as admission, financial aid, access to the library and bookstore, and other services in a simple and rapid fashion.

formats allow universities to serve students (both local and remote) who require more flexible instructional approaches than technologies such as teleconferencing or television broadcasts (Thomson 1995).

Second, web-based instruction is easily accessible. As noted above, millions of individuals currently use the Internet and more are added each day as computer access has become both more common and more user-friendly. More and more households are purchasing home computers and we may not be too many years removed from a time where the home computer is as common place as the television or the toaster. While there is some concern that a "rich-poor" information gap may be emerging (Kreuzer 1993), computer access is commonly available in public libraries and public schools.[2] Additionally, each new generation of computer software becomes less expensive and easier to use which expands the scope of potential users from the very young to the aged (Seminerio 1998).

A third rationale frequently proffered for offering web-based distance education courses is that the technology allows instructors to more easily keep course information current. The nature, breadth, and speed of the Internet means that course materials can be made available to students throughout the world in literally seconds. The ability to exchange information quickly and to rapidly update course materials is particularly appealing. Students can be altered to that latest events and provided with information (either from the instructor or from other Internet sources) that enhances the quality of their educational experience.

Finally, the engaging nature of recent technologies has made many reluctant supporters of distance education reevaluate their concerns. Indeed, is probably fair to say that the immediacy and attractiveness of web-based technologies are responsible for thrusting the old idea of distance education to the forefront of any discussion related to the future of education. The ability for class members to participate in real-time discussions, to contact the instructor at anytime of the day or night via email, to see the instructor during electronic office hours, and to hear and view lectures streamed or broadcast over the Internet help distance education students to develop more immediate relationships with classmates and their instructor. While it was unlikely that an instructor thought students taking a correspondence course constituted a "class," it is not uncommon for distance education instructors to now refer to their online "class" or their "virtual classroom."

Despite the attractiveness of new educational technologies and the rush to develop web-based distance education courses, there has been little systematic examination of the quality of learning that occurs in these courses. Distance education courses have been subject to several reviews and evaluations (see Phipps and Merisotis 1999; Russell 1999), however, the fact that more universities are offering more and more expansive course offerings (sometimes entire degrees) using new technologies requires that evaluations continue and become even more rigorous. Our aim in this paper is to provide a thorough examination of the learning that occurred in a web-based distance education course by comparing it to the results from a traditional educational setting. Specifically, we compare

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[2] It can be argued that web-based instruction, which is easy to use, may narrow this gap. Taking courses to underprivileged and working class families who have difficulty attending traditional colleges courses may serve to empower them more rapidly than traditional forms of education.

student grades from an online section of Introduction to US Government to a student grades from a traditional lecture section of the same course offered by the same instructor during the same semester.

Previous Assessments of Distance Education Learning Outcomes

The mode of delivery in distance education courses have historically been quite different from methods used in traditional classrooms[3] and have raised concerns about the general quality of instruction in distance education courses.[4] The concerns generally fall into two areas: (1) the rigor and requirements of the course; and (2) educational outcomes. There has always been a general suspicion associated with courses completed without face-to-face contact with the instructor. "Mail order degrees" and correspondence courses are frequently seen as education-lite. Critics of distance education often suggest that these courses are less rigorous and that students do not learn as much as students taking classes in a more traditional format (Blumenstyk 1999; Jones and Schreuder 1999).

Despite the assertions of critics, research comparing learning outcomes in distance education and traditional courses lends little support to the claim that inferior learning occurs in distance education formats. Thomas Russell (1999), after examining 248 studies from 1928 to 1999 concludes that there is a no significant difference between education offered in traditional and distance education formats. Most of studies examined compare a particular distance education format with a traditional face-to-face education experience . For example, Hiltz (1995) compares asynchronous distance education formats with the traditional teaching format and concludes that no significant difference exists in student grades. Other studies have compared various distance education mediums to determine whether one is more effective than the other and have reported no significant differences in learning outcomes (Holt and Frye 1972; Kruh 1983; Whittington 1987).

A few studies have reported preferences for one method of delivery over the other. Fox (1992) and Paulsen (1992) report that students taking a course using computers received better grades than those which had access to traditional lectures. However, Grimes, et al. (1989) note that students in a distance education economics course, while receiving essentially the same grades, were less satisfied with the course than their traditional counterparts. This has led some observers to conclude that instructor immediacy and the ability to interact with students is the key to a successful distance education class (Hackman, et al. 1990). Others note that while distance education can be effective and

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[3] As noted above, the trend over the years has been to make distance education courses seem more like traditional courses. It should be noted, however, that the reverse pattern is true as we see information technologies, which are widely used in distance education courses (e.g., the Internet), increasingly finding their way into traditional classrooms.

[4] Interestingly, many educators and adminstrators raise questions related to distance education courses that they do not also raise about traditional classes. Over the past several years we have given numerous presentations related to distance education and are frequently asked about testing issues, teacher evaluations, and student - faculty interactions. In most cases, these same questions are also appropriate for those teaching traditional courses, however, they are rarely asked.

that the absence of face-to-face instruction is not inherently detrimental, classroom instruction is the preferred delivery method (Moore and Kearsky 1996). Finally, some scholars attempt to resolve the dispute between those that prefer traditional to distance education formats by placing the emphasis on instructional design. Clark notes that "[l]earning comes from adequate instructional design theory and practice, not from the medium used to deliver instruction" (1984, 3) and Moore and Kearsky (1996) report that what makes a course good or poor is how well it is designed, delivered and conducted, not whether the students are face-to-face or at a distance.

While the preponderance of the research indicates there is little difference in educational outcomes from instruction occurring in traditional and distance education formats, there are several reasons to continue to examine this topic. First, educational administrators, accrediting agencies, and those critical of distance education and new technologies continue to ask for evidence that the educational quality is the same in both formats. Second, previous studies often do not control for other factors that may influence educational success. Many of the conclusions above are taken from program evaluation summaries and cases studies which simply compare the grades of those taking distance education and traditional courses without accounting for a student's academic ability, age differences, class standing, and other potentially relevant factors (McIsaac and Gunawardena 1996). Finally, reports evaluating distance education courses are either exploratory or technology focused in nature, with few studies bridging the gap. Exploratory reports often appear in discipline specific venues (such as *PS*) and report the experiences of an individual instructor or a team of instructors in implementing a distance education course.[5] The technology focused studies are found in the distance education literature and do not typically speak to qualitative and subject matter issues (McIsaac and Gunawardena 1996).

This paper seeks to address these issues by comparing two sections - one traditional and one web-based distance education - of the same course. Our primary objective is to determine if students perform better in one educational format or the other, after controlling for a variety of factors believed to predict academic performance. In this way we hope to make a rigorous contribution to both the discipline specific literature and the distance education literature.

An Instructional Format Experiment: The Web-Based and Traditional Classes Compared

During the 1998 fall semester Professor Moore had the opportunity to teach two sections of Introduction to US Government. One section was offered in a traditional lecture format and meet three times a week for 50 minutes. The other section was offered entirely online. What follows is a comparison of these two classes with particular attention paid to differences that might exist in student

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[5] The September 1998 issue of *PS* illustrates this point well. The issue contains four articles relating the experiences at four universities of using computers in the classroom. The reports detail experiences ranging from integrating computers into a traditional classrooms to offering a web-based course (Crawford 1998, Garson 1998, Kuzma 1998, and Young 1998).

grades.

First a word about the nature of the University of Texas at Arlington and our students. UTA is a publicly funded member of the University of Texas System and located in the heart of the Dallas-Fort Worth Metroplex which has a population of roughly 4.5 million. The University has the reputation of being a commuter school and enrolls approximately 18,500 students drawn largely from the DFW area. The vast majority of UTA students are first generation students who are employed[6] and have an average age of 26.

The Traditional Class. The format of the traditional class was similar to many other large lecture sections throughout the country. The class met in a large lecture hall where they listened to lectures, viewed Power Point slides highlighting the lecture's main points, asked questions, and participated in discussions. Students were asked to purchase a textbook and to complete reading assignments before attending the lecture. Student grades were determined by three multiple choice unit exams (60 percent of the grade) and a comprehensive multiple choice final exam (40 percent of the grade).

Introduction to US Government is part of the state (Texas) mandated core curriculum and, as such, attracts a diverse, and largely disinterested group of students. Like similar courses at other universities, most of the students enrolled in the course are freshman who want to complete their degree requirements and are not particularly interested in learning about checks and balances or how a bill becomes a law. During this particular semester, only 9 (3.8 percent) students would admit to being political science majors.

The Distance Education Class. The format for the distance education class was web-based[7] and available to our students either via the campus computer labs or the Internet.[8] Students enrolled in this class receive an initial orientation session and then were permitted to work through the course material and requirements at their own pace. The course was asynchronous and there were no common online meetings. Students were asked to purchase the same textbook as the students in the traditional class and their grade was similarly determined using multiple choice exams. The testing was done online and required the student to complete 14 unit exams (60 percent of the grade) and a comprehensive final

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[6] According to figures from UTA's Institutional Research Department, 74.7 percent of UTA students are employed with 20.2 percent working 40 or more hours per week.

[7] Development of this course took roughly one year to complete and involved the work of the instructor, an instructional design expert, and several graphic and software design experts. A substantial portion of the development time was devoted to ensuring appropriate instructional design.

[8] This course has been available on our campus intranet since the Fall 1997, but this is the first semester it was made available to our students via the Internet. Using a rough measure of activity - the number of hits to our course content web pages - 64.5 percent of the activity occurred in our campus computer labs, while 35.5 percent occurred via the Internet from a remote location.

exam (40 percent of the final grade).[9]

Students enrolled in the distance education course receive all their course content from the textbook and from lecture material that is available via the web. For each unit, students are presented with a number of web pages that contain brief written comments drawn from lecture material and a video clip (ranging from 5 to 15 minutes) of a lecture covering the relevant points.[10] The video clips cover the same material as presented to the traditional class. We believe the video lectures are a vital aspect of our course for a number of reasons. First, it provides students with a visual image and research has revealed that many of today's students are visual learners (Ross 1998). Second, the visual image of the instructor helps to make the online experience seem more like a traditional classroom experience. Finally, the streamed video lectures help students establish a link to their instructor. By watching a video lecture, students are more likely to "feel" they have an instructor since they have a face to go with the instructors name.[11]

A number of support materials are also available to students in the online course. Each unit integrates the results of a student opinion poll, allows students to explore relevant web links, contains a list of suggested readings, provides online study questions, allows students to email their instructor and

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[9] The exams in the distance education class are administered on a chapter-by-chapter (14 such exams) basis and consists of 20 multiple choice questions drawn randomly from a test bank of roughly 100 questions per chapter. Students have 15 minutes to complete the exam. This exam format differs from the format used in the traditional class where three 50 question unit exams, each coving five to six chapters, are administered. It is the belief of the instructor that testing students more thoroughly over a narrow range of material is both a better measure of student knowledge and somewhat easier on freshman who may have difficulty making the transition from high school to college. Despite this belief, the logistics of distributing, grading, recording, and returning exams to a large traditional class deters this method of testing. However, the use of computer for testing in the online course removes many of the logistical obstacles and makes testing in this alternate format feasible. It should be noted that the format for the final exam is identical for both the distance education and the traditional class (140 multiple choice questions drawn equally from each chapter) and the exam questions for all the tests for both classes are drawn from the same pool of questions.

[10] The video clips are "streamed" over both our campus Intranet and the Internet. Using RealPlayer, students may watch a fairly nice video image from a non-campus location.

[11] We hope to report more systematically on the importance of the visual image in the future. For now it is our impression from random observations that the visual image matters. Random comments on student evaluations note they like the course because they are "visual learners" and students occasionally stop the instructor on campus to introduce themselves after having competed the online course - an experience we doubt would happen without the visual image.

the student support service staff, and provides online testing.[12] With the exception of the online testing, students are not required to use these resources. Students are required to subscribe to a class listserv which is used to update students on current events and to prod them to complete their course work.[13]

The Classes Compared. Before turning to a comparison of student performance in the classes, we offer a comparison of the types of students enrolled in each section. Previous research has indicated that distance education students are more likely to be older, to be part-time students and to be women (Thomson 1995). The results in Table 1 bear out some of these conclusions.

(Table 1 about here)

Comparing the two classes reveals that the distance education students are older then their traditional counterparts (23.8 years to 19.45 years). While the distance education class contains marginally more female than male students, it has fewer females than the traditional class (51 percent to 58.5 percent). Table 1 also provides some evidence of a possible rich-poor information technology gap. Black and hispanic students constitute a larger portion of the traditional class while those identifying themselves as Asian students make up a larger percentage of the distance education course. A couple of reasons might be suggested for these differences in minority enrollment patterns. First, some Asian students feel concerned about their English speaking skills and appear to be more comfortable in an electronic environment where they can send email questions instead of asking questions in front of a large class. Second, the ability to stop, pause, and rewind the video lectures affords students the opportunity to grasp material they may have difficulty understanding in the classroom. Finally, unlike some students from black and hispanic backgrounds who may be uncomfortable with computers, many or our international students feel quite adept at a computer terminal.

Two of the more obvious differences between students enrolled in the distance education and traditional classes are in the areas of student classification and employment status. It is often assumed

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[12] Many of the features are becoming standard for online courses and, indeed, many web pages supporting Introductory American Government textbooks.. To date, there has been little data collected regarding the extent to which students make use of these resources. We are currently gathering data on which features students find useful and how the use of these features varies by the type of student. We plan to report these findings at the 1999 APSA meetings.

[13] The self-paced nature of the course results in large numbers of students waiting until the final few days, and sometimes hours, to complete the course. The first day of class was August 24, 1998 and the final day was December 7, 1998. During the semester there were 28,058 hits on the course pages which contained lecture materials (e.g., written lecture comments, video lectures, and graphics). While a few students finished the course material early and kept a steady pace throughout the semester, 40.4 percent of the hits to these pages occurred in the seven days of December. Activity in the other months breaks down as follows: August (1 week) 5.1 percent; September 12.0 percent; October 14.6 percent; November 27.9 percent; December (1 week) 40.4 percent.

that distance education appeals to more advanced students and those who have demanding work schedules. The findings reported in Table 1 support this assumption. Just over seventy percent (71.3 percent) of the students enrolled in the traditional class are classified as freshman compared to just 15.7 percent in the web-based course. At the other end of the scale, one in five students (21.6 percent) in the distance education class were seniors compared to just 1.9 percent in the traditional class. The students in the distance education section also appear to work more hours. While over seventy-five percent of the students in both sections are employed, nearly one in four (24.0 percent) work forty or more hours in the distance education class compared to just 7.7 percent in the traditional class.

Indicators of academic potential and success reveal few differences between the two groups. The SAT and ACT scores of the distance education students are marginally higher than those enrolled in the traditional section, however, the grade point average for transfer students is slightly higher for those in the traditional course and the grade point average at UTA is nearly identical for the two groups.

One area of stark difference is the proportion of students in the web-based course that are transfer students. UTA is a university surrounded by many popular junior colleges and has a good relationship with those institutions. It is quite common to find students who take their core course requirements at a junior college (largely for financial reasons) and then transfer to UTA for their upper division course work. Given that the course being examined in part of the core curriculum, it would seem that many transfer students would already have completed this course. The findings in Table 1 reveal that 75.5 percent of the students in the distance education class are transfer students compared to just 29.9 percent in the traditional class. While there is no obvious explanation for this pattern, we suspect it is due to the lack of an aggressive distance education marketing campaign on our campus. Many of the area junior colleges offer distance education courses and aggressively promote those programs. Consequently, students who have taken courses at other institutions and who are already aware of distance education courses may be inclined to seek out those educational options on our campus. In contrast, the non-transfer student at UTA has most likely learned about the distance education option through word of mouth, an infrequent article in the student newspaper, or an academic advisor.

A final word about differences between the two groups pertains to student performance. The average percentage grade is roughly ten points higher for the traditional class and a quick glance at the grade distribution for both classes reveals a fairly typically distribution. Students in the distance education class appear to be twice as likely to earn an "A" (11.5 percent compared to 6.1%), but they are also somewhat more likely to fail (11.5 percent compared to 8.6 percent). Perhaps the most obvious difference here is that students in the distance education class were nearly three times as likely (13.5 percent compared to 4.9% percent) to withdraw from the course. While the withdraw rate in this distance education class is well below the national norm of roughly 30 percent, it is substantially higher than the traditional class. The most likely explanation is the self-paced nature of the course that permits students to putt-off their course work coupled with a very liberal withdraw policy.[14]

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[14] Current university policy permits students to withdraw from a course with an instructor's permission as late as the twelfth week of the fifteen week semester.

Student Learning in Distance Education and Traditional Classes Compared

The results in Table 1 leave open the question whether students perform differently depending on the mode of instructional delivery. The findings indicate that a larger percentage of students in the distance education course received "As," however they also indicate that the average percentage grade was higher in the traditional class. To determine whether there is a difference in student performance between the traditional and distance education sections of the course, the student's final percentage grade was regressed on several variables believed to be associated with academic performance.[15]

Independent Variables. The independent variables can be broadly grouped into those that describe the nature of the student and those related to the student's academic record. Four indicators are used to characterize the nature of the student.[16] First, the student's self-reported age, measured in years, was included. The assumption is that older, more mature students are likely to perform better than younger students.[17] Second, a student's self-reported ethnicity was included.[18] The expectation is that white students are likely to outperform their non-white counterparts. This measure is actually intended more as a crude proxy for the student's socioeconomic background. Of course, there is nothing about a student's race or ethnicity that would make him or her perform better or worse in a US Government course. However, scholars have found that those from poor and minority dominated school districts are likely to struggle academically. Third, we include the student's gender since some suggest that political science appeals more to male students.[19] Finally, we include a measure of the student's employment status. The assumption here is that the more hours a student works, the less attention they will devote to their academic work and, consequently, the lower their grade.[20]

Factors related to the student's prior academic experience and abilities are likely to influence

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[15] Students who officially withdrew from the course, failed to complete their course work, or who did not attempt to complete each of the exams were excluded from the analysis.

[16] The data for these variables were drawn from student surveys administered during the course of the semester.

[17] We also tested for a curvilinear relationship under the assumption that very young and more senior students might not perform as well as others. We thought it was possible that younger students might have trouble adjusting to college life, while older students who have been away from school for some time would have seen their skills atrophy. This assumption was not borne out in the results.

[18] Coded 0 = non-white, 1 = white.

[19] Coded 0 = female, 1 = male.

[20] Coded 1 = not employed, 2 = employed 20 or fewer hours/week, 3 = employed 21-39 hours/week, 4=employed 40 or more hours/week.

their academic performance and we include four measures in our model.[21] First, we include a measure of whether or not the student was a transfer student.[22] It could be argued that transfer students have had prior academic experience and are better prepared for the course than students without similar experiences. On the other hand, it is quite common to hear complaints about the quality of instruction provided at many junior colleges and the suggestion that marginal students start at the junior college because they are not equipped for university level work. As a result of this divided opinion, we do not have clear expectations about the performance of transfer students. Second, we include a measure of the student's classification. The course under study is a freshman level course and, as such, sophomores and upper classmen are expected to perform at higher levels.[23] Third, the number of credit hours a student is enrolled in is included under the assumption that more hours a student attempts, the better their performance. Our thought was that students who carried full loads were more likely to be "serious" students and be more concerned about their academic performance.[24] Finally, we included a measure of the student's prior academic performance or their predicted performance. The hypothesis is that students who have demonstrated themselves as bright and capable students are likely to continue that pattern and perform at a high level.[25]

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[21] These data are drawn from university computer records.

[22] Coded 0 = transferred from another institution, 1 = not a transfer student.

[23] Classification is coded as dummy variables (sophomore - 0 = not a sophomore, 1 = sophomore; upper classes - 0 = not an upper classmen, 1 = upper classmen) with freshman being the suppressed category.

[24] Of course, it could be argued that taking too many hours can have a negative impact on student performance. To test this assumption we included a curvilinear term in our model. The results did not support this notion.

[25] Obtaining an academic performance predictor proved somewhat cumbersome, especially since this is a freshman level course with many first time students. The measure was created using the following four decision rules. (1) If a student had completed twelve of more hours at UTA, we used their UTA grade point average as an indicator of academic ability. (2) If a student had not accumulated twelve hours at UTA, but had complete twelve hours at another institution, we used their transfer grade point average. (3) If the first two conditions were not satisfied, we used the student's combined average SAT verbal and SAT math scores ((SAT Math + SAT Verbal)/2). (4) If none of the other conditions were satisfied, we used the student's ACT Comprehensive score.

Two additional notes related to this measure. First, since the grade point averages, the SAT scores, and the ACT scores are all measured on different metrics, they were each standardized using z-scores. This allows us to compare these different performance indicators. Second, the use of these different criterion, which appears unnecessarily complicated, is a result of our transfer and admissions policy. For example, transfer students are not required to have SAT or ACT scores and our

The final measure included in our model is a dummy variable measuring whether the student was enrolled in the distance education section or the traditional section.[26] The literature reviewed earlier seems to suggest that in an appropriately designed course, there should not be observable difference in student performance.

Results Examined. The results of this analysis are presented in Table 2. Overall the model is significant and explains 22 percent of the variance in student percentage grades. None of the variables measuring the nature of the student reach levels of statistical significance, although they all appear in the expected direction. Two of the measures related to a student's academic ability are statistically significant. The findings indicate that sophomores, all else being equal, are likely to perform roughly 2.5 percentage points better than freshman (b = 2.567, s.e. = 1.547). Not surprisingly, the strongest predictor in the model is the student's academic performance predictor which has nearly three times the influence of any other variable in the model (beta = .345). Simply put, students who have performed well in other college work or who excelled on college entrance exams are likely to perform better than their similarly situated classmates (b = 3.642, s.e. = .705).[27]

(Table 2 about here)

The question of primary interest is whether students performed differently depending on whether they received their instruction in a traditional lecture format or in a web-based distance education format. The results reported in Table 2, consistent with most of the literature cited above, clearly indicate that student performance is not significantly related to the format used for instructional delivery (b=0.668, s.e. = 1.875). Students in the distance education class, all else being equal, perform no differently than those enrolled in the traditional lecture class.

Summary and Discussion

Our experience and findings reveal that there are differences between web-based distance education courses and their traditional counterparts, but educational outcomes are not one of the differences. Students who enrolled in the web-based distance education course tend to be older, more likely to be a transfer students who are perhaps familiar with distance education classes, and more likely to have a demanding work schedule. The findings reported here strongly indicate that the format used

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admissions office will accept applications from students using either college entrance exam. To settle on a single indicator would have resulted in unacceptably large numbers of missing cases.

[26] Coded 0 = distance education section, 1 = traditional lecture section.

[27] A similar model was run removing the academic performance predictor. The model explained 13 percent of the variance in the dependent variable. The following independent variables were statistically significant and in the hypothesized direction: ethnicity, gender, employed, sophomores, and current course load. The dummy variable measuring instructional format was not significant.

to deliver educational material does not have an affect on student performance. Instead, the student's prior academic ability is the best predictor of academic success. Simply put, good students will perform well, regardless of the format used to deliver the educational content.

Many will note that these findings are in-line with much of the current literature related to distance education. However, these findings are important for at least three reasons. First, the tests employed here are more rigorous than those typically reported elsewhere. Few studies control for other factors believed to be associated with academic performance. Second, the renewed attention on distance education and the integration of new technologies justifies revisiting the issue of student performance in distance education classes. Academic administrators and accrediting agencies will require evidence validating the rigor and quality of distance education courses. Also, to our knowledge, this is one of the first studies to report on educational outcomes in a course that makes use of streaming video as a medium for delivering educational material. Finally, as noted earlier, despite the mounting evidence on the effectiveness of distance education programs, critics remain skeptical. Continual reevaluation and reassessment is, therefore, necessary to defend these programs.

It should not be surprising that distance education classes are as effective as traditional methods of instruction and it is heartening to learn, once again, that good students succeed regardless of the format of instruction. We believe that the charges of the critics are misplaced. It is true that there are poor distance education courses which are ineffective in teaching students. But it is also true that there are poor traditional lecture courses that are ineffective in teaching students. The issue is not the medium of delivery, but the instructional design of the course. Poorly designed courses - - either distance education or traditional - - will be ineffective. It seems that research has clearly demonstrated that educational outcomes are not inherently different based on the medium of delivery and that investigative time would be better spent determining which designs are most effective for conveying instructional material.

There are also other questions which merit examination. Let us suggest three potentially fruitful areas for future investigation. First, students grades, while important, are only one indicator of student satisfaction with a course and future research should determine if students are equally satisfied with their web-based and traditional educational experiences. Second, the growing popularity (and technical feasibility) of streaming video will allow researchers to evaluate the effectiveness of this technology. Streaming video allows students to see and hear their instructor in a flexible, asynchronous web environment and marks a dramatic step forward for web-based education. Finally, we are excited about the possibility of investigating how students learn and what resources they find useful. The nature of the web allows us to gather unprecedented information about the learning styles of students. Each time a student clicks his or her mouse we can record information such as how long they spend at a particular location, what resource they are making use of, and the sequence they use to access learning resources. This information has the potential to dramatically increase what we know about the learning process as well as gaining practical knowledge that can be used to design more effective courses (e.g., learning what educational tools to include in a course) and to assist struggling students with more effective learning tips..

Distance education has been around, in one form or anther, for centuries. The only difference between today's programs and those of years ago is the medium used to disseminate the educational

content. While critics may remain skeptical of these efforts, the findings presented here and elsewhere indicate that these programs can be just as effective at teaching students as traditional lecture formats of instruction.

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Table 1
Introduction to US Government Distance Education and Traditional Students Compared

	Distance Education	Traditional
Age mean (s.d.)	23.8 (6.54) (n = 50) min = 18, max = 52	19.45 (2.95) (n = 216) min = 17, max = 42
Gender	51% female (n=51)	58.5% female (n=234)
Ethnicity		
White	60.8%	50.5%
Black	15.7%	24.1%
Hispanic	5.9%	13.0%
Native American	0.0%	1.4%
Asian/Pacific Islander	15.7%	7.9%
Other	2.0% (n=51)	3.2% (n=216)
Classification		
Freshman	15.7%	71.3%
Sophomore	35.3%	20.8%
Junior	25.5%	5.6%
Senior	21.6%	1.9%
Degreed	2.0% (n=51)	0.5% (n=216)
Employment Status		
Not Employed/Retired	24.0%	23.0%
20 or fewer hours/week	22.0%	31.1%
21 - 39 hours/week	30.0	38.3%
40 or more hours/week	24.0 (n=50)	7.7% (n=209)
SAT Math mean (s.d.)	537.20 (79.24) (n=25)	510.59 (87.23) (n=185)
SAT Verbal	507.60 (103.21) (n=25)	496.83 (82.37) (n=185)
ACT Comprehensive	23 (5.43) (n=5)	20.59 (3.48) (n=87)
% Transfer Students	75.5% (n=45)	29.9% (n=234)
Mean Hours Transferred	36.09 (24.42) (n=34)	26.00 (23.64) (n=68)
Mean Transfer GPA	2.55 (0.51) (n=15)	2.91 (0.68) (n=46)
Mean Hours Currently Enrolled	12.64 (3.47) (n=45)	12.63 (2.14) n=234

Table 1(cont.)
Introduction to US Government Distance Education and Traditional Students Compared

	Distance Education	Traditional
Mean Current UTA GPA	2.64 (0.65) (n=36)	2.63 (0.73) (n=59)
Current or Intended Major by College		
Business	28.9%	12.8%
Engineering	4.4%	10.7%
Liberal Arts	19.9%	21.8%
Science	13.3%	15.4%
Nursing	6.7%	9.8%
Architecture	0.0%	4.3%
Social Work	0.0%	1.2%
Undecided	26.7% (n=45)	23.5% (n=234)
Letter Grade Distribution		
A	11.5%	6.1%
B	13.5%	28.6%
C	28.8%	32.7%
D	13.5%	18.8%
F	11.5%	8.6%
Withdraw	13.5%	4.9%
Incomplete	3.8% (n=52)	0.4% (n=245)
Mean Percentage Grade	58.95 (21.16) (n=52)	68.08 (120.72) (n=245)

Table 2

Performance in Distance Education and Traditional Classes Compared

Variable	b	Beta	s.e. of b
Age	0.212	.091	0.182
Ethnicity	1.929	.103	1.223
Gender	0.909	.049	1.200
Employed	-0.687	-.068	0.655
Transfer Student	0.668	.026	1.875
Sophomores	2.567	.121	1.547*
Upper Classes	2.784	.105	2.418
Current Course Load	0.325	.082	0.253
Academic Performance Predictor	3.642	.345	0.705**
Traditional Class	0.668	.026	1.875
Constant	64.699		6.002**

n=218
R^2 = .22
F =5.863 **

* = significant at .10
** = significant at .05

Coding Scheme

Dependent Variable: Student's percentage grade. Independent Variables: Age - self-reported in years; Ethnicity - self-reported 0 = non-whites,1 = whites; Gender 0 = female, 1 = male; Employed - self-reported 1 = not employed/retired, 2 - 20 or fewer hours/week, 3 - 21 to 39 hours/week; 4 = 40 or more hours/week; Transfer Student - 0 = transferred from another institution, 1 = not a transfer student; Sophomores - 0 = not a sophomore, 1 = official class standing as a sophomore; Upper Classes - 0 = not an upper classes; 1 = official class standing as a junior, senior, or degreed undergraduate; Current Course Load - Number of hours currently enrolled in; Academic Performance Predictor - Standardized measure of academic performance using either current grade point average, transfer grade point average, SAT score or ACT score; Traditional Class - 0 = Distance Education Class, 1 = Traditional Class.